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ABSTRACT

Reported in the fourth of six documents, are the community experiences of 440 deinstitutionalized mentally retarded persons. Information is said to be drawn from questionnaires and family interviews. Data is reported in tables and text for the following 10 topic areas (subtopics in parentheses): client characteristics (demographic and functioning level data); institutional experiences (institutional training and social experiences); community characteristics as perceived by family respondents (perceived availability of services and training programs); residential experiences; residential characteristics (location and cost of community residential facility); day activity experiences; services and training; social and civic activities; problems and overall adjustment; and interview characteristics (respondents' level of comprehension and attitudes). (CL)

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Contract No. OEC-0-74-9183

DESCRIPTIVE DATA ON THE COMMUNITY EXPERIENCES OF DEINSTITUTIONALIZED MENTALLY RETARDED PERSONS

September, 1976

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Volume IV of:

A Study of the Community Adjustment
of Deinstitutionalized Mentally Retarded Persons

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Washington, D. C. 20202

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EC 101 396

IS THERE ANYTHING ELSE YOU WOULD LIKE TO ADD TO WHAT YOU'VE ALREADY TOLD ME?

- Yes, I wish this will help someone else.

ACKNOWLEDGEMENTS

In July, 1974, Abt Associates was awarded a contract by the Bureau of Education for the Handicapped of the United States Office of Education to conduct an assessment of the adjustment of deinstitutionalized mentally retarded people to community life (Contract No. OEC-0-74-9183). The present volume is one of a six-volume series produced over the course of the project to describe deinstitutionalization procedures of institutions and community adjustment experiences of mentally retarded persons. We are deeply indebted to many people for their cooperation and assistance in all phases of this project.

First, we wish to give special thanks to our Project Officer in the United States Office of Education's Bureau of Education for the Handicapped, William Johnston, for providing support and guidance to us throughout the course of the contract, and to Max Mueller, Chief, Research Division, BEH.

The Abt Associates research staff who assisted in this project worked long and difficult hours to prepare, analyze, and report the data in these volumes. First, we wish to thank Patricia Cook, who served as the Project Director of this study from July, 1974 to May, 1975. Special thanks go to Diane Stoner, Supervisor of Field Operations, and to Jaime Grubin and coders from the Survey Design Group for pre-coding our instruments and subsequently coding the data; to Joe Clark, Sandy Friedman, and Paul Robertson for their invaluable help in preparing the complex data base and carrying out the computer work; to Jim Hoell and Karen Schneiderman for helping organize the data into meaningful tables and charts; and to Kathy Moss and Paul Robertson for assistance in writing up our findings.

We are especially grateful to Professor Norman R. Kurtz of the Florence Heller School for Advanced Studies in Social Welfare, who served as an on-going consultant on this project. He was helpful in various phases of the project, particularly in reviewing our instruments, developing and carrying out our analysis plan, and reviewing our working documents.

Corporate staff at Abt Associates who deserve thanks for their support and guidance are Andy Anderson, our contract management reviewer, and Peter Miller, Education Area Manager and Vice-President.

The study involved two major field efforts: 1) visits and interviews by field staff at 10 selected institutions serving mentally retarded persons; and 2) visits and interviews by field staff with the 440 deinstitutionalized clients and their families. The field staff worked enthusiastically and effectively in collecting the data, sometimes under difficult field conditions and time constraints. We wish to thank the field staff who conducted the site visits to the ten institutions--Marjorie Scarlett, Laurie Stewart, and Bonnie Wilpon--as well as the staff who conducted interviews with deinstitutionalized clients and their families--Sharon Alperin, Joel Braun, Amy Cicala, Michael Clifford, Barbara Epstein, Eleanor Franklin, Lois Gerardi, Ellen Hartford, Lauri Lewis, Vicki Peters, John Schlichte, Suzanne Simenson, and Jan Valley.

Special thanks go to the Mohawks and Squaws, a consultant group of mentally retarded persons, and to Adrienne Glenn in particular, who helped sensitize and train our field staff to the process of interviewing mentally retarded persons. We are also grateful to the institutions and persons who assisted us in pre-testing instruments and questionnaires--particularly the staff at Monson State School, Monson, Massachusetts, and the staff at Seaside Regional Center, Waterford, Connecticut, and the host of families, group home staff, and deinstitutionalized clients.

We wish to thank the 154 institutions which responded to our initial mail survey and particularly the staff at the 10 institutions participating in this study. Participation required a great deal of time and effort on their part, with little promise of returns which could directly benefit them. Their motivation for participating was based on a desire to assist in a research project which they felt was greatly needed. We hope that our study reports meet their expectations and will be helpful in preparing training programs and placing clients in community settings. The institutions participating were:

Arlington Developmental Center
Arlington, Tennessee

Beatrice State Home
Beatrice, Nebraska

Belchertown State School
Belchertown, Massachusetts

Brainerd State Hospital
Brainerd, Minnesota

Brandon Training School
Brandon, Vermont

Northern Wisconsin Colony and Training School
Chippewa Falls, Wisconsin

Polk State School and Hospital
Polk, Pennsylvania

Suffolk Developmental Center
Suffolk, New York

Sunland at Tallahassee
Tallahassee, Florida

Utah State Training School
American Fork, Utah

Above all, our praise and thanks go to the 440 deinstitutionalized clients and their families who participated in this study. They spent long hours with our interviewers providing difficult information on community adjustment experiences. As with the participating institutions, there were no direct benefits to them for participating in the study. Without their efforts and insights a report such as this could not have been written. We can only hope that the findings and recommendations of this study might facilitate the community adjustment of persons who are released from institutions in the future.

Elinor Gollay, Project Director
Ruth Freedman, Deputy Project Director
Marty Wyngaarden, Research Analyst

PREFACE: PROJECT OVERVIEW

Objectives

This report is based on a study conducted by Abt Associates Inc. for the Bureau of Education for the Handicapped of the United States Office of Education (Contract No. OEC-0-74-9183). The overall purpose is to assess the adjustment of deinstitutionalized mentally retarded people to community life. The objectives are six-fold:

1. to review the criterion measures and predictors of community adjustment used in studies of mentally retarded persons and to analyze the research issues related to these projects. The findings of this review are contained in Volume I: Approaches to Defining and Measuring the Community Adjustment of Mentally Retarded Persons--A Review of the Literature.
2. to describe the current patterns of deinstitutionalization based on a mail survey of 250 institutions across the nation involved in deinstitutionalizing mentally retarded persons. Volume II: Profile of National Deinstitutionalization Patterns 1972-1974 summarizes the findings of this survey.
3. to describe the deinstitutionalization procedures and policies of 10 selected residential institutions serving mentally retarded persons based on field visits made to these facilities by project staff. The findings of these visits are published in Volume III: Case Studies of the Deinstitutionalization Procedures of Ten Selected Institutions Serving Mentally Retarded People.
4. to describe the community experiences of mentally retarded persons, based on interviews with 440 clients (released from the selected institutions described in objective 3) and their "families" (e.g., parents, foster parents, guardians, or whoever was providing care and supervision for the client in the community setting). This descriptive data is presented in Volume IV: Descriptive Data on the Community Experiences of Mentally Retarded Persons.
5. to determine what institutional, client, and community factors contribute to successful community adjustment based on the interviews described in objective 4 and on institutional data collected during the field visits to the ten institutions. Volume V: An Analysis of Factors Contributing to Community Adjustment presents the findings of this analysis.
6. to summarize the findings of the previous 5 volumes and to provide recommendations to USOE for further research related to deinstitutionalization based on the analysis of the data collected according to the objectives described above. These findings are published in Volume VI: Executive Summary--Overall Findings and Recommendations.

Overall Research Design

The overall research design employed in this study is depicted graphically in Table A. As can be seen from the table, there were four major phases to the study design: 1) conceptualization; 2) instrument design; 3) data collection; and 4) analysis and report writing. The findings reported in Volumes 1-6 were based upon the procedures undertaken in each of the four phases. In order to present an overall picture of the research design, the phases will be briefly described in this section. More detailed information on these phases as they relate to each of the specific volumes is presented in the "Methodology" section of each individual volume.

Conceptualization

The first major phase involved developing a conceptual model of deinstitutionalization and the community adjustment process. First, a review of the literature was conducted. Based on the findings of this review (reported in Volume I), a model was developed setting forth the study's assumptions about the process of deinstitutionalization and community adjustment. The model included nine sets of variables which encompassed the major characteristics of deinstitutionalization and the community adjustment experiences. The nine sets of variables are listed at the bottom of Table A (see "a" in Table A). More specific information on the content of these variables and their role as independent and dependent measures is contained in the "Methodology" section of each individual volume.

Instrument Design

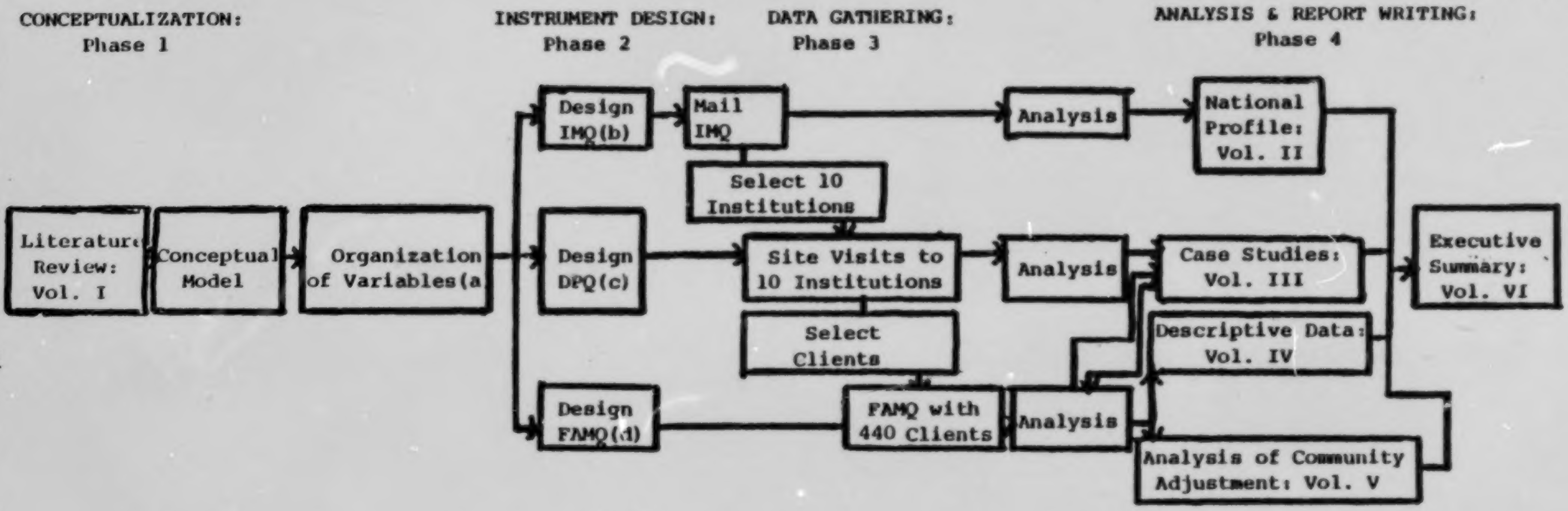
Three groups of instruments were designed to collect data on the nine variable sets:

1. Institutional Mail Questionnaire (IMQ) -- a mail questionnaire designed to obtain information on the deinstitutionalization procedures and release patterns of 250 institutions across the nation serving mentally retarded clients.

2. Deinstitutionalization Procedures Questionnaire (DPQ) -- a questionnaire designed to survey ten institutions selected for in-depth case study descriptions regarding deinstitutionalization and pre-release policies, procedures and programs.

TABLE A.

OVERALL RESEARCH DESIGN.


CONCEPTUALIZATION: Phase 1
INSTRUMENT DESIGN: Phase 2
DATA GATHERING: Phase 3
ANALYSIS & REPORT WRITING: Phase 4
Literature Review: Vol. I
Conceptual Model
Organization of Variables(a
Design IMQ(b)
Design DPQ(c)
Design FAMQ(d)
Mail IMQ
Select 10 Institutions
Site Visits to 10 Institutions
Select Clients
FAMQ with 440 Clients
Analysis
Analysis
Analysis
National Profile: Vol. II
Case Studies: Vol. III
Descriptive Data: Vol. IV
Analysis of Community Adjustment: Vol. V
Executive Summary: Vol. VI

(a) Sets of Variables

Client Characteristics
Institutional Characteristics
Community Characteristics
Residential Characteristics
Day Activity Experiences
Residential Experiences
Services and Training
Social & Civic Activities
Problems & Interpersonal Relationships

(b) IMQ Data Areas

Residential Population
Release Patterns
Pre-Release/Post-Release Services
Institutional Clearance Procedures for Study

(c) DPQ Data Areas

State Policies/Legislation
Client Assessment Procedures
Pre-Release Programs
Release Procedures
Follow-Up Procedures and Support

(d) FAMQ Data Areas

Interview with Client
Interview with Family
Adaptive Behavior Scale
Client Data Recording Form
Final Comments Sheet

3. "Family" Questionnaires (FAMQ) -- a series of instruments designed to obtain data on the community adjustment experiences of deinstitutionalized clients living in the community. The types of instruments included in the Family Questionnaire are listed at the bottom of Table A (see d in Table A). The instruments included an interview questionnaire to be administered to the deinstitutionalized client; a questionnaire administered to the client's family; an Adaptive Behavior Checklist (ABS) measuring the functional level of the client; a Client Data Recording Form (CDRF) obtaining demographic data from institutional records about the client (e.g., age, number of years institutionalized, date of discharge, etc.); and a Final Comments Sheet (FCS) to record the interviewer's impressions.

Data Gathering

The three sets of instruments described above were administered to the appropriate respondents in a sequential fashion. First, the IMQ was mailed to 250 institutions serving persons across the nation. Ten institutions were selected for in-depth case study descriptions (see "Methodology" sections of volumes for description of selection procedures used for IMQ respondents). The 10 institutions were then visited by project staff to collect data using the DPQ. Based on the data and on further contact with institutional staff, 440 deinstitutionalized clients released from their institutions were selected for study. (See "Methodology" section of volumes for descriptions of these selection procedures.) Finally, the FAMQ series of instruments was used to gather data on study group clients.

Analysis and Report Writing

The data described above were analyzed and reported in several ways. The findings based on IMQ data are reported in Volume II: Profile of National Deinstitutionalization Patterns, 1972-1974. The data obtained from the DPQ was analyzed in two ways: 1) case study descriptions of the individual institutions and a cross-case study summary which is reported in Volume III: Case Studies of the Deinstitutionalization Procedures of Ten Selected Institutions Serving Mentally Retarded People; and 2) portions of the DPQ data served as independent variables for the analysis reported in Volume V: An Analysis of Factors Contributing to Community Adjustment. Similarly, the FAMQ data were analyzed in several ways: 1) data on the community experience of clients in the study group are reported descriptively in Volume IV: Descriptive Data on the Community Experiences of Mentally

Retarded Persons and also in the final chapter of each institution's case study description in Volume III; 2) FAMQ data are organized into independent and dependent measures of community adjustment and reported in Volume V: An Analysis of Factors Contributing to Community Adjustment. All of the data collected and reported in Volumes 1-5 were then analyzed in terms of their implications for overall study findings and recommendations. These overall findings and recommendations are reported in Volume VI: Executive Summary.

Organization of the Volume

The purpose of this volume is to describe the community experiences of study group clients across a variety of dimensions. Chapter 1.0 reports the methodological procedures used in conducting this study. Chapters 2.0-11.0 describe the various dimensions of community experience of study group clients:

2.0 Client Characteristics: demographic data on the study group as well as data on their physical characteristics and functional level.

3.0 Institutional Experiences: descriptions of the clients' experiences when living at the institution before release into the community, including the clients' institutionalization history, types of training/programs received by clients at the institution, and the social experiences of clients at the institution.

4.0 Community Characteristics as Perceived by Family Respondents: data on the characteristics of the communities in which clients live, including the perceived availability of services and training programs in communities and providers of these services.

5.0 Residential Experiences: history of the residential experiences of the clients since release from the institution, as well as satisfaction with their current residential settings.

6.0 Residential Characteristics: descriptions of the types of settings in which clients lived in the community, including physical characteristics, location, size, characteristics of staff/family living with clients, and costs of living in residential setting.

7.0 Day Activity Experiences: history of previous day activities since release, data on current day activities (work, school, other placements), and client's satisfaction with current day placements.

8.0 Services and Training: data on types, sources, and frequency of services and training received by clients (and families) since client's release from institution, including institutional follow-up services and case manager assistance.

9.0 Social and Civic Activities: data on social, civic, and leisure activities of clients in the community, including group activities, friendships, marriages, etc.

10.0 Problems and Overall Adjustment: client's and family's perceptions of the client's adjustment to family, school, and community; and types of problems of community living encountered by clients and families.

11.0 Interview Characteristics: information provided by interviewers about the respondents and interview process, including: level of comprehension of the respondents; their attitude toward the interview; the demeanor and verbalness of the client, and the length of time taken to complete the interview.

These descriptions are followed by Chapter 12.0, Overall Summary, which highlights the major findings reported in this volume. All of the tabular data referred to throughout the volume are contained in the Tables and Appendix Tables. A Glossary defining the major terms used in the study follows.

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1.0 INTRODUCTION: METHODOLOGY

1.1 Conceptualization

1.1.1 Introduction

A conceptual model for assessing the community adjustment of deinstitutionalized clients was developed through a lengthy process. First, the literature was reviewed for previous work in this area. (See Volume I for the findings of this review.) Persons currently conducting similar research were contacted by telephone or in person and asked to describe their projects. Materials obtained from these sources were then reviewed for relevance to this study.

Based on the above steps and on the practical experience and knowledge of Abt staff and consultants about the deinstitutionalization process, staff identified the major research question of this study:

> What are the major institutional, community, and client variables which contribute to the successful adjustment of deinstitutionalized mentally retarded people to community life?

A conceptual model of community adjustment was then developed to address the research question stated above. The purpose of the model was to set forth the study's assumptions about the process of deinstitutionalization and community adjustment, and to help organize the sets of dependent and independent variables around which the instrument design, data collection, and data analysis were organized.

1.1.2 Study's Assumptions Regarding Deinstitutionalization and Community Adjustment

One of the major findings of the literature review was that the terms "deinstitutionalization" and "community adjustment" have been widely used, connoting different meanings and values in various contexts. It was therefore essential to clarify the meanings of these terms and their use in the study's conceptual model.

Deinstitutionalization has traditionally referred to the preparation for and release of institutionalized persons into community settings. For the purposes of this study, deinstitutionalization is defined as the placement of mentally retarded people in community settings following their enrollment in residential institutions (facilities serving over 100 handicapped clients) for two or more consecutive years. "Community placements" or settings include natural homes, foster homes, group homes, and semi-independent as well as independent living units. In this study, community placements did not include residential settings which were restrictive or as sheltered as the institutions from which clients were released (e.g., nursing homes, state schools, and state hospitals), nor residential settings serving over 100 persons. In order for a mentally retarded person to be considered deinstitutionalized, s/he must have resided in the community (i.e., sleep in and have as a mailing address the community residence), but may have received some day or support services at the institution from which s/he was released.

Community adjustment is defined in this study as an interactive process in which an individual adapts over time to the community environments in which s/he lives (e.g., adaptation to work, school, residence, etc.). The time and budget constraints of this study, however, limited the extent to which this adjustment process could be measured:

(1) Adjustment could not be measured across two or more time periods--rather, data was collected only at one point in time.

(2) The study focused almost exclusively on the adaptive behaviors of the individuals to the various contexts and settings in which they live, and did not attempt to examine these settings' adaptation to the demands and needs of the individual.

1.1.3 Organization of Variables

A list of variables related to deinstitutionalization and the community adjustment process was generated by project staff, based on the major research question and theoretical assumptions of the study. Variables were organized into two major sets: (1) dependent variables, or measures of the outcome of community adjustment; and (2) independent variables, or predictors of community adjustment. The sets of independent variables deal with client characteristics and experience prior to release into community settings, and dependent variables describe clients' community experiences and adjustment since release into the community. The relationships among and between these sets of variables are the focus of this study's analysis.

Specifically, three subsets of independent variables are analyzed in terms of their relationships to four subsets of dependent variables.

The independent variables include the following subsets:

(1) Subject Variables--characteristics of the deinstitutionalized mentally retarded persons (e.g., age, sex, intelligence level, functional level);

(2) Community Variables--characteristics of the community settings in which clients are placed (e.g., type and size of setting, proximity to shopping and transportation services); and

(3) Institutional Variables--characteristics of the institution itself (e.g., size, per capita expenditures, staff/client ratios) and of the clients' former institutional experiences (e.g., training received while at institution; work, school, and social activities while at the institution).

The major dependent variables are organized into four subsets:

(1) Day/Residential Experiences--data related to clients' experiences in day and residential placements in the community (e.g., type of placement(s), client satisfaction with placement(s));

(2) Services and Training--data on types and frequency of services and training received by clients (and families) since client's release from institution;

(3) Social and Civic Activities--data on types of activities and frequency of participation by clients since release from the institution (e.g., leisure activities, friendships); and

(4) Problems and Interpersonal Relationships--data on client and family perceptions of the client's management of interpersonal relationships with day activity participants and staff and community residents in general; and on types of problems encountered by clients and families.

1.1.4 Limitations in Developing the Conceptual Model

A major limitation in developing the conceptual model was the limited amount of previous theoretical and empirical work done in this area. The literature review indicated that little data exists on community adjustment of deinstitutionalized persons, and few, if any, relationships have been established between measures of community adjustment and the deinstitutionalization process. In developing the conceptual model and the specific variables, therefore, there was little to draw upon from previous research. Because a body of knowledge has not yet been established in this area, it is very possible that some important variables may have been overlooked.

The variables selected cover a broad range of issues related to the deinstitutionalization process and community adjustment experiences. Certain types of variables, however, were excluded:

(1) Variables too difficult to collect, given the cost and scope of the contract. For example, variables potentially related to community adjustment, such as the self-esteem of deinstitutionalized clients or the community acceptance of released clients, are extremely difficult to measure. The time required to develop data in these areas was simply beyond the scope and intent of the study.

(2) Variables too sensitive to include in interviews: Certain areas of adjustment, such as sexual and legal problems of clients, were considered too sensitive in nature, and potentially offensive to clients, to be included in in-depth interview questionnaires.

(3) Variables not relevant to the basic focus of the study: The assessment of adjustment through focus on the activities of the clients limited the collection of data in other equally interesting areas. For example, detailed data on the nature of the groups homes to which residents were released, although equally interesting, was not identified as primary for this study.

1.2 Instrument Design

1.2.1 Design of the Institutional Mail Questionnaire (IMQ)

A questionnaire was designed and mailed to approximately 250 institutions identified by the National Center for Health Statistics as serving mentally retarded clients. The instrument was brief, to encourage responses. Its purposes were twofold:

(1) To provide data on institutions which would enable the project staff to select 10 institutions for participation in the main study of community adjustment of deinstitutionalized mentally retarded persons; and

(2) To provide data for developing a national "profile" of deinstitutionalization patterns. The profile would be used for two purposes: first, it would stand on its own as a report on these patterns; second, it would provide a base for comparison of the information gathered on the ten institutions used in the deinstitutionalization study.

Data were gathered on the following topics: number of clients served by the facility; number released to various types of community settings;

age and level of retardation of clients placed in various community settings; types of pre-release services and post-release services available; and institutional approval procedures required to contact clients about the study.

Limitations of the IMQ

Definitions for some key terms in the Institutional Mail Questionnaire may not have been adequately operationalized. Specifically, no definition was provided for the term "releases." This was an unfortunate oversight. The term "releases" was intended to include both formal discharges and extended visits where the resident lives in the community for an indefinite period of time but is still on the institutional rolls. Undoubtedly, some institutions might have interpreted the term "releases" to mean only formal discharges. To the extent this is true, the numbers reported are biased in favor of more mildly retarded older persons who are more likely to be formally discharged than younger, more severely retarded persons. On the other hand, some institutions might have included short-term visits such as a month's visit to parents, and thus introduced the opposite bias. It is, therefore, difficult to estimate the type of bias resulting from any misunderstandings of this term.

Moreover, no operational definitions were given for types of community placements listed in the questionnaire. An effort was made to choose widely-used terms, but again, their use and meaning varies. Thus, in some states, the term "group home" has a very specific meaning, whereas in others it can include situations in which there are four to fifty residents. This probably did not create too much difficulty, however, as evidenced by the fact that a relatively small proportion of releases were to "other settings" and that a clear definition was provided for "community settings" in general.

1.2.2 Design of the Deinstitutionalization Procedures Questionnaire (DPQ)

The Deinstitutionalization Procedures Questionnaire (DPO) was developed by project staff to collect information on two major sets of variables: (1) those necessary to produce descriptive case studies on the deinstitutionalization policies and procedures of the 10 facilities; and (2) those necessary to analyze factors contributing to successful community adjustment. A description of the major variables selected for inclusion in this instrument and the rationale for their selection follows:

- Presence of State and Institutional Deinstitutionalization Policies. It was felt that the presence of a formal policy setting forth specific goals related to deinstitutionalization might effect the institutions' placement procedures and the subsequent community adjustment of former residents.

- Presence of State Right to Education Law. A Right to Education Law, if implemented, is likely to improve the range and quality of educational services available to mentally retarded persons both within institutions and within communities. As a result, it might be expected that the presence of such a law would simultaneously improve the preparation and training received by a mentally retarded person while institutionalized, and improve the range and quality of educational services available to that person in the community. Since release from an institution is usually based on a combination of factors including both the readiness of the individual for entering the community and the ability of the community to find reasonable residential and day placements for the individual, it would seem that a strong right to education law would be an important factor to consider when examining deinstitutionalization.

- Presence of Periodic Review Law. Of primary importance for this study was the assumption that, through periodic reviews of institutionalized mentally retarded persons, those people considered to be ready for community placement would be identified; and those who lacked specific community readiness skills would also be identified and provided with the necessary training.

- State Litigation Related to Deinstitutionalization. Class actions and individual litigations concerning mentally retarded persons were investigated for their potential impacts on the institutions' deinstitutionalization policies and procedures. For example, many states' institutions have been involved in right-to-treatment suits in which the quality of institutional programs and facilities have been challenged. The settlement of these court suits has often resulted in additional funds to improve physical conditions, upgrade staffing levels, and increase the number and quality of programs designed to prepare residents for community living.

- Client Assessment Procedures. Institutions vary in the procedures they use to assess and review the needs and progress of residents while living in the institution. The procedures vary in scope (e.g., psychological, educational, social, or vocational assessments), in frequency, and in the types of staff involved. It was assumed that assessments which were comprehensive in scope, frequent, and interdisciplinary might result in more accurate identification of residents' readiness, their needs regarding community living, and more appropriate placements.

- Pre-Release Programs. The types of programs which institutions may develop to prepare clients for placement into community settings include residential and work/school programs both at the institution and in the community. This study was concerned with the range of different types of pre-release programs and preparation provided residents, as well as the specific characteristics in terms of types of training provided. Since the extent and quality of the pre-release training received by a mentally retarded person prior to release into the community is potentially an important factor affecting eventual adjustment, it was important to obtain detailed information on these programs.

- Release Procedures. The types of procedures and criteria involved in releasing residents from institution to community settings vary greatly, and are likely to influence who gets released to which settings. Therefore, the perceptions of institutional staff regarding the major factors affecting the release process were of interest--e.g., their view of the importance of the functional level of the client, parental attitudes/desires, availability of employment opportunities in the community, and existence of local/county support services.

- Follow-Up Procedures and Support. The nature and source of on-going support and responsibility for care of mentally retarded people living in the community can be expected to affect adjustment. In some states, the institution has primary continuing responsibility for residents after their release to community settings. In these cases, the institution is responsible for maintaining contact with former residents and for providing assistance and services necessary to facilitate their adjustment. In other states, a county or regional welfare or mental health office may assume these responsibilities, or may share them with the institution. This study examined the different arrangements in order to determine their impact on community adjustment.

The majority of the questions in the DPQ were close-ended to facilitate coding and use of the variables in the analysis of community adjustment. Open-ended questions were reserved for variables used only in the case study descriptions. The questionnaire was pre-tested at institutions for the mentally retarded in two states to refine the questions, estimate the time involved in conducting interviews, and to determine appropriate respondents. The questionnaire was then revised on the basis of these pre-tests.

Limitations of the DPQ

A major limitation of the DPQ was that it provided data on deinstitutionalization only from the institutions' perspective. No information was obtained on the views of such significant others as community representatives, consumers, or state officials. In addition, the DPQ dealt only with institutional characteristics presumed to relate directly to deinstitutionalization; thus, no general overview of the characteristics of the institutions can be provided.

1.2.3 Design of the Family Questionnaire (FAMQ)

Variations in the types of settings of clients and their families necessitated the design and use of nine specific questionnaires. In each case, the family of the client was interviewed first.* The client was interviewed separately if able to participate.

Table 1 describes the types of instruments administered and the primary respondents in each setting. As shown in the table, two instruments were used to gather information on deinstitutionalized clients and their families. For example, for clients living in foster homes, two questionnaires were administered--the Foster Parent Questionnaire to the foster parents, and the Resident Questionnaire to the client. By administering two questionnaires in the case of each deinstitutionalized client, the perspective of both the client and his/her "family" were obtained.

Table 2 specifies the types of data collected in each of the nine instruments. As can be seen, the data gathered in all of the questionnaires (except the Resident Questionnaire) were quite similar; they differed only in certain questions specific to the particular setting. For example, in the Natural Parent Questionnaire, certain questions were asked about parent and sibling relationships with the client, whereas in the Housemanager's Questionnaire, questions were asked about the client's relationship with staff and the overall staffing patterns in the group home.

In addition to the questionnaires, the following instruments were also used to gather information about each client:

(1) Adaptive Behavior Scale (American Association on Mental Deficiency): Administered to the family or contact person about the client's current level of functioning in a variety of domains (e.g., social, vocational, physical, personal). This standardized scale has been used in many related studies in this field. (Referred to as ABS)

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* "Families" is used here to refer to the deinstitutionalized client's natural parent or parents; foster parent(s) or guardian(s); group home housemanager(s); or any other person(s) who provide care and supervision to the client in the community setting. In cases where deinstitutionalized persons were living independently, a contact person from the community (such as the client's social worker) was interviewed as well.

Table 1.

Types of Questionnaires and Respondents for Each Community Setting

Setting in Which Client Lives:	Types of Questionnaires To be Administered:	Types of Respondents:
Clients in Natural/ Adoptive Homes	(NQ) Natural Parent Questionnaire	Natural/Adoptive Parents
	(RQ) Resident Questionnaire	Client
Clients in Foster Homes	(FQ) Foster Parent Quest're	Foster Parents
	(RQ) Resident Questionnaire	Client
Clients in Group Homes	(HQ) Housemanager Quest're	Housemanager/House Staff in Group Home
	(RQ) Resident Questionnaire	Client
Clients in Semi-Independent Settings	(SILQ) Semi-Independent Setting Questionnaire	Staff persons working directly w/client in setting (e.g., social workers, rehabilitation counselor).
	(RQ) Resident Questionnaire	Client
Clients in Independent Settings	(ILQ) Independent Living Questionnaire	Client
	(ILQ-C) ILQ-Contact Questionnaire	Person in close contact w/client (e.g., social worker, landlord, employer, etc.)
Clients who have Returned to the Institution	(NQ, FQ, HQ, SILQ, or ILQ-C) *	Contact person who knew most about client when s/he lived in community
	(REQ) Returnee Quest're	Returned client

* In interviewing the returnee contact person, the questionnaire appropriate to the setting in which the client lived while in the community was used. (Questions were phrased in the past tense for the contact person.)

Table 2.

Type of Data to be Collected in Each Instrument

Instrument	Data to be Collected
(1) Resident Questionnaire:	Client satisfaction with residence; clients' satisfaction with day placement (e.g., work, school, etc.); major problems since leaving institution; skills learned in institution to prepare resident for living in the community; skills which could have been taught at institution to prepare resident for community living; skills acquired by resident since living in the community; skills which resident wants to learn in the community.
(2) Returnee Questionnaire:	Information about when client lived in the community; paralleling Resident Questionnaire data.
(3) Natural Parent Questionnaire:	Background information on resident's relationship to and contact with the client; background information on the client; skills learned in the institution; skills needed by client for living in the community; services used and/or needed by the client and respondent in the community; client's day placement (e.g., school, work, etc.); client's spare time activities; client's socialization in the community; client's community adjustment.
(4) Foster Parent Questionnaire:	(Same as information listed for "Natural Parent Questionnaire")
(5) Housemanager's Questionnaire:	(Same as information listed for "Natural Parent Questionnaire")
(6) Semi-Independent Living Questionnaire:	(Same as information listed for "Natural Parent Questionnaire")
(7) Independent Living Questionnaire:	Background information on client; client's day placement (e.g., school, work, etc.); services used and/or needed by client in the community; client's satisfaction with residence; client's satisfaction with day placement; skills needed to be learned to live in the community; skills learned at the institution.
(8) Questionnaire for Contact Person of Resident in Independent Living Setting:	Background information on respondent's relationship to and contact with the client; respondent's perception of client's community adjustment; skills client learned in the institution; skills client needs to learn to live in the community.

(2) Final Comments Sheet (FCS): A series of observational scales and impressionistic data filled out by the interviewer after the interview has been completed. The FCS includes data on the interviewer's impressions of the client's adjustment, satisfaction, and social integration; the client's overall appearance (demeanor, cleanliness, dress); the physical condition of the client's home and setting; as well as information on the conduct of the interview itself.

(3) Client Data Recording Form (CDRF): Demographic information about the client gathered for this study by the institutions from their records. CDRF data included: age, sex, race, level of retardation, number and length of institutionalizations, commitment and discharge status, participation in pre-release programs.

Limitations of the FAMQ

The major limitation encountered in designing these instruments was the fact that little research has been done in this area. Very few studies have attempted systematic data collection with this population group; therefore, few sophisticated scales exist which could be incorporated into the design of these instruments.

In addition, very little is known about the most effective structuring of questions to be used in interviewing mentally retarded clients. The FAMQ relied mostly on closed-ended questions which may have suffered from a narrow perception of what the possible responses were. Open-ended questions were used occasionally in questionnaires administered to clients when the range of possible responses was unknown or unpredictable. These open-ended questions, however, may have erred in the opposite direction of the close-ended ones; that is, the potential range of responses to these questions ran the risk of being too broad to aggregate and code.

1.3 Study Group Selection

1.3.1 Selection of Respondents for IMQ

A directory was obtained from the National Center on Health Statistics which provided a list of 250 institutions nationally serving mentally retarded persons. The Institutional Mail Questionnaire was mailed to these institutions in the fall of 1974; one hundred fifty-four institutions responded.

1.3.2 Selection of Ten Institutions for DPQ

Of those institutions responding to the Institutional Mail Questionnaire, 26 were identified which met the following four screening criteria:

(1) The institution must be residential and serve at least 100 clients. Rationale: The cutoff point of a minimum of 100 clients was selected to correspond with the definition of "institution" used in this study (see Glossary).

(2) The institution must have deinstitutionalized (i.e., released to community settings) at least 50 mentally retarded clients between the ages of 6 and 40 who had been enrolled in the institution for two or more years prior to release, since January 1, 1972. Rationale: In order to arrive at a sample of approximately 500 deinstitutionalized clients, it was imperative that each of the 10 institutions selected had released at least 50 clients. The reasons for including clients within a certain age range and with certain institutional characteristics are given in the section which describes procedures for selecting clients.

(3) The institution must maintain a list of current addresses or telephone numbers of its deinstitutionalized clients. Rationale: Since the study's procedures for obtaining a sample of deinstitutionalized clients was dependent on the accuracy of the institutions' files on released clients, only institutions which claimed that they had current addresses and telephone numbers of released clients were included.

(4) The clearance procedures for obtaining consent for the institution to participate and to contact deinstitutionalized clients could not exceed 4 - 6 weeks. Rationale: Each institution indicated through the mail survey the specific clearance procedures necessary for them to participate (e.g., review and approval of institutional officials, state officials, human rights commissions, etc.). Because of the time constraints of this project, only those institutions which anticipated clearance procedures within boundaries reasonable to the project (i.e., less than 4 - 6 weeks) were included in the institutional study group.

Of the pool of 26 institutions meeting the above criteria, 10 were selected using the following guidelines:

(1) At least 5 states should be represented. It was felt that the 10 institutions should be geographically diverse.

(2) A wide range of deinstitutionalization processes should be represented, so that the case studies could be as varied and informative as possible.

(3) States with different types of Right to Education Laws should be represented, since this may be an important potential variable in the deinstitutionalization experience of clients.

(4) The institution had to be willing to participate. The study was voluntary, and could obviously include only those institutions which consented to participate.

Limitations of the Selection Process on the Data

Three basic limitations are imposed on the data by the process for selecting the ten institutions. First, the initial group of institutions which responded to the mail survey is a self-selected sample. It is impossible to determine whether the institutions which responded differed from non-respondents, since no data on non-respondents was available.

Second, the four screening criteria used to limit the pool of appropriate institutions to 26 further restricted the types of institutions included. They had to be relatively large, have released a fairly large number of clients to community settings, had to have records on the whereabouts of their released clients, and had to have relatively easy clearance procedures. These institutions and the clients released from their programs may well differ from the institutions eliminated during the screening process.

Third, the selection of the final 10 institutions was dependent on the willingness of institutions to participate. Two of the ten initally selected refused to participate, and had to be replaced by other institutions from the pool of 26. One of the institutions refused because of concern about the amount of work involved in participation; another because of recent major administrative staff changes at the institution. It may be that the institutions consenting to participate differed from those which refused. Generalizability of the study findings must be viewed cautiously because of these limitations imposed by the selection procedures. No definitive statements can be made regarding the representativeness of the 10 institutions to the total universe of similar institutions serving mentally retarded clients. However, there is no reason to assume that the ten institutions are unique. A detailed description of the institutions is available in Volume III.

1.3.3 Selection of Deinstitutionalized Clients for FAMQ

The sampling pool for selecting deinstitutionalized clients from these ten institutions was based on four basic criteria:

Criterion 1: Clients had to have lived in the institution for two or more years.

Rationale: This requirement was seen as important to control for the confounding effect that relatively brief institutional stays would have on assessing community adjustment.

Criterion 2: Only clients were included who were released from the institution to a community placement.

Rationale: Since the goal of this study was to assess the community adjustment of persons released from institutions, a definition of community was developed. In this study, community placements referred to natural homes, foster homes, group homes, semi-independent and independent living settings (see Glossary for definitions of these specific types of settings). The definition excluded as community placements residential settings which were as large, restrictive, or sheltered as the institution from which the clients were released. Excluded from the definition were placements in state schools and hospitals, nursing homes, residential settings serving over 100 persons.

Criterion 3: Only clients between the ages of 6 and 40 years at the time of release were accepted.

Rationale: The age range of 6 - 40 years was selected in agreement with the Bureau of Education for the Handicapped. While some children under the age of 6 may meet the criterion of two years of institutional experience prior to community placement, the number would have been too small to be analytically useful for this study. Persons over the age of 40 were excluded because many in this age group are deinstitutionalized to nursing or convalescent care settings which did not meet the study's definition of community placement.

Criterion 4: Clients were included only if they were released from the institution between January 1, 1972 and December 31, 1974. Rationale: The time period for releases was arrived at in consultation with the Bureau of Education for the Handicapped. Projections indicated that a 3-year period would be necessary to obtain a sample of 500 released clients. A person was considered "released" if s/he resided in the community (i.e., slept in and had as a mailing address the community residence), and if s/he was explicitly considered to to living either permanently or on a trial basis outside the institution.

Clients meeting all of these criteria constituted the study group pool and are referred to throughout this volume as "target clients." Occasionally, reference is made in the case studies to non-target clients--those released from the institutions who did not meet the criteria specified for inclusion in this study. The distinction made between target and non-target clients is solely a function of this study, and does not indicate a distinction made by institutions or institutional personnel.

Confidentiality and Consent

In order to ensure that the privacy of all deinstitutionalized clients was protected, participating institutions agreed to make initial contacts with clients in the sampling pool. Abt Associates developed a standard letter describing the study, detailing what participation would involve on the part of the client and his/her family, and requesting that they sign and return an enclosed consent form agreeing to participate.

The consent form, developed by a legal consultant experienced in this field, was written in a style which could be understood by a mentally retarded person and/or the client's family. Clients signing the form gave consent to participate in the study, and have basic information about them gathered from the institution (e.g., age, level of retardation, number of years institutionalized, etc.). Legal consent was furnished by the parent or guardian if the client was a minor or judged legally incompetent. If the client was neither a minor nor judged incompetent, the client was required to sign the consent agreement.

The consent forms were sent to the 10 institutions which took responsibility for mailing them to eligible deinstitutionalized clients. Clients and their families were instructed to return the signed consent form directly to Abt Associates if they were interested in participating in the study. In this way, Abt Associates did not make any direct contract with the client and his/her family until after they agreed to participate; and researchers never learned the names of clients who declined participation. Thus, the confidentiality and privacy of both the respondents and non-respondents were ensured.

Response Rate of Sample

One thousand two hundred and forty-two target clients (1,242) were released from the participating institutions. Of these target clients, 919 were living in the community and 323 had subsequently returned to the institution (i.e., were released and who satisfied our selection critieria during the 1972-1974 period, but who since returned to the institution). Of the 919 non-returnees contacted in the first mailing, only 296 agreed to participate. Therefore, a second mailing was conducted. This procedure yielded an additional 101 non-returnees, thereby increasing the total response from both mailings to 397 non-returnees or 43% of the total 919 non-returnee sample.

It was decided that the study should also interview a sample of the 323 returnees. It was felt that the inclusion of returnees could provide valuable information on a subset of persons who failed to adjust to the community on at least one criterion--remaining in the community. Eight-three (83) returnees agreed to take part or 26% of the total returnee sample.

Ninety-five (95) envelopes never reached the intended clients because of faulty addresses, and in addition, three persons who responded were eliminated from the sampling pool because they did not actually meet the selection criteria (e.g., they were really in nursing homes or they had never in fact been released from the institution). Thus, the total number actually contacted in the first mailing was 1,144 target clients (i.e., 1,242 minus 95).

The total response sample was 480 persons (397 living in the community and 83 returnees) constituting 42% of the 1,144 people actually contacted. It should be noted , however, that the final sample size decreased slightly by unavoidable contingencies in the field, such as clients deciding at the last minute that they did not want to participate, and the presence of conflicting vacation schedules. In sum, the 440 final study members constituted 35% of the 1,242 target group members identified by the institutions.

Limitations of Final Sample Selection Procedures on the Data

Several aspects of the selection process limit the generalizability of the data obtained from the final sample of deinstitutionalized clients. First, the selection criteria and definition of "target" clients were in some ways arbitrary. We could have, for example, used a one-year residence requirement in the institution and/or we could have included a wider (or narrower) age range. There is, of course, no way of knowing the effect of the selection criteria on the composition of the sample and the ensuing results.

Second, the procedure was voluntary. It is impossible to determine

whether the persons consenting to participate differed from the non-respondents since no information was obtained about persons who did not respond or who decided not to participate.

Third, it is possible that the final sample is biased toward persons who did not frequently change residence after release. Letters sent by the institutions to clients requesting their participation never reached 79 clients because their addresses had changed or were incorrect. It is difficult to know whether these persons differed from the final sample of clients.

Finally, the sample may underrepresent clients placed in certain types of settings and overrepresent clients from other types of settings. For example, it is possible that proportionately more clients from group homes and natural homes elected to participate because they were living with or supervised by persons who could assist and encourage them to respond to the request. On the other hand, persons living in independent settings may be underrepresented because there was no one in their immediate setting who could assist or encourage them to respond.

While little can be done about the possible limits introduced by client selection procedures, an attempt will be made in other data presentations to provide descriptions of the clients in great enough detail to permit the reader to pass judgement on the types of clients included in the study.

1.4 Data Gathering

1.4.1 IMQ Data Gathering

The Institutional Mail Questionnaire was mailed in the fall of 1974 to 250 institutions across the country serving mentally retarded persons. A follow-up mailing took place in December, 1974. Virtually all institutions not responding were telephoned during January and February, 1975 to encourage them to respond and to find out why they had not. Through these data collection efforts, 154 institutions responded to the IMQ.

1.4.2 DPQ Data Gathering

Each of the 10 institutions participating in the study were visited by research teams. The objectives of these site visits were threefold:

(1) To gather data necessary to produce descriptive case studies on the deinstitutionalization procedures and policies of these facilities;

(2) To gather data on characteristics of the institution identified as possible independent variables in the proposed analysis plan for factors contributing to successful community adjustment; and

(3) To review with the institutional staff the proposed procedures for contacting the deinstitutionalized clients and for gathering information about them from the institutions' case records.

Four interviewers from Abt Associates experienced in interviewing staff in programs for the mentally retarded visited and administered the DPQ at the 10 sites. The DPQ respondents varied at each site; in most cases, the superintendent of the institution participated, as well as other staff having knowledge of the items covered in the questionnaire. For example, the Director of Social Services or Community Placement, where such positions existed, responded to items in that area. Interviewers were instructed to record the responses of the institutional staff to each questionnaire item in an effort to collect information which could later be reported in a descriptive case study. It generally took six to eight hours to gather the information for the DPQ and to review the proposed procedures for contacting the clients

Limitations of the Data Collection Effort on the Data

There are several limitations imposed by the data collection efforts described above:

(1) The role of the case studies was primarily descriptive and not evaluative. Moreover, the interviewers merely recorded this information provided by institutional staff, and no effort was made to verify the accuracy of the information due to time and budget constraints. Thus, the reliability and accuracy of the ensuing data might be questioned.

(2) Although the questionnaire and data requirements of the DPQ were mailed to each institution in advance of the actual site visit, many institutions had difficulty in providing demographic data about the institutions. Often, they felt their records were inaccurate or not updated. In cases where they could not provide exact figures, they were asked to provide their best estimates.

(3) The DPQ was administered at each site to only a small number of respondents, usually the superintendent of the institution and from one to three other key staff persons. Therefore, the data collected is limited in its perspective. No attempt was made to interview all

of the institutional staff or to obtain a representative view of the deinstitutionalization policies and procedures at the facilities.

(4) The DPQ was administered in a short period of time--interviewers generally spent 6 to 8 hours collecting the data for the DPQ. Because of the site visit schedule and the limited descriptive (as opposed to evaluative) role of the case studies, interviewers had little opportunity to observe programs at the institutions or to talk to staff other than the specific DPQ respondents. However, later, in the summer months when the interviews with deinstitutionalized clients took place, many of the field interviewers visited the institutions to observe the pre-release and residential programs in which the clients had participated. In some cases, their observations and information about the institutions were then incorporated into the appropriate case studies.

1.4.3 FAMQ Data Gathering

Field Staff Selection and Training

A total of 14 field staff were hired by Abt Associates to conduct the interviews and gather the data. Two types of field staff were recruited: field interviewers, who were responsible for conducting the interviews with deinstitutionalized clients and their families; and field supervisors, who, in addition to conducting interviews, were also responsible for making the initial contacts with clients and their families; for setting up the entire schedule of interviews for their site; and for supervising the work of field interviewers on their team. The field staff, recruited from universities, school systems, and programs and facilities serving mentally retarded persons, included special education teachers, rehabilitation counselors, group home staff, psychologists, and staff from state institutions for the mentally retarded.

All field staff underwent four days of intensive training. During the initial training sessions, they were introduced to the project and given an orientation to each of the data collection instruments. A training manual outlining all field procedures was provided to each staff member to be utilized on-site. Subsequent training sessions included: an introduction to general interviewing practices; specific instructions for administering each of the instruments to be used in the study; questions and answers about the study which might arise in the field; potential problems in the field and suggested solutions; and item specifications clarifying the intent of each question in each of the instruments.

Role-playing techniques were utilized in the training sessions to give field staff practice in conducting and recording interviews. In addition, a housemanager of a group residence for mentally retarded persons and a mentally retarded client living independently in the community served as sample respondents. Each of the field staff had an opportunity to interview these persons. In order to further orient the staff to the sensitive process of interviewing mentally retarded persons and their families, the Mohawks, a Massachusetts-based group of mentally retarded adults who present training and sensitivity sessions to professionals, met with the field staff to give them feedback on the problems of living in the community and of being interviewed in studies such as the Abt project.

Field Effort

A field staff team was stationed at each of the 10 sites to conduct interviews with clients and their families. In most cases, the team consisted of one field supervisor and one field interviewer. In a few cases, however, the teams were larger because of the number of respondents in that site or because of the distances involved in travelling to respondents' homes. In one case, because of the small number of clients involved, one field supervisor conducted all of the interviews for that area.

The overall field effort was supervised and coordinated by an Abt Associates field coordinator. All field supervisors were required to report to the field coordinator daily while in the field, to discuss the field team's work, problems, and questions.

The interview appointments for field staff were arranged before the actual site visit by the field supervisor of the team. The schedule was arranged to minimize travel time. Thus, a field staff member would conduct the interviews of all clients living in a particular town before travelling on to another area in the site.

Clients were given the choice of being interviewed in their homes, at the institution, at the Abt staff person's hotel, or any other place they requested. Almost all of the interviews were conducted in their homes or at the institution (mostly in the case of returnees). Some clients requested and were interviewed at their place of work so as not to inconvenience their work schedules.

The interviews were conducted during July, August, September, and October of 1975. On the average, field staff members conducted two Family Interviews and two Resident Interviews a day, although this varied depending on the location and type of setting involved. For example, in a group home setting, the field staff member might, in one day, conduct interviews with the housemanager about three clients and then interview each of these three clients individually. This was possible because all of the clients were in one setting and the housemanager served as the respondent for all of these cases. In another case, however, it might have been possible to conduct only one Family and one Resident Interview on a given day if the client was living with his natural family in a rural setting which required 2½ hours of travel time.

Generally, a Family Interview (i.e., using the Natural Parent Questionnaire, the Foster Parent Questionnaire, the Housemanager or Semi-Independent Questionnaire) or an interview with an independently living client (using the Independent Living Questionnaire) took 2 to 3 hours. The interview with the contact person of the independently living client usually took one to 1½ hours; the Resident Questionnaire was completed in about 45 minutes.

After the field effort was completed, a half-day de-briefing meeting was conducted at Abt Associates in order to get feedback from the field staff on their work. At this meeting, overall impressions of the field effort were discussed as well as specific feedback, criticisms, and suggestions regarding particular items on each of the questionnaires.

In general, the field staff felt that they were well received at the sites. The clients, their families, and any staff who participated (at the request of the clients or families) were most cooperative. Although the interview sessions were quite long, the respondents seemed eager to provide field staff with the necessary information. Often, they viewed the interview as an opportunity to vent their feelings and give "their side of the story."

Limitations of Field Procedures on Data

The main limitations of the data imposed by the field procedures used in this study are described below:

(1) The data was collected during the summer months and early fall. This particular period of time was selected

to meet contract deadlines and to attract competent interviewers who might be more available during this time (e.g., special education teachers, graduate students, etc.). However, certain clients may have been unable to participate in the study because of conflicts in schedule such as vacations. Every attempt was made to schedule appointments at the client's convenience. In fact, in many cases, interviewers returned to certain geographic areas to interview those persons who were excluded in the first wave of interviews because they were unavailable. However, a small number of persons whose schedules could not be accommodated were not included in the study.

(2) In collecting the data, no attempt was made to verify the accuracy of the information provided by the respondents. The perceptions of the respondents were taken at face value. In cases where two respondents in an interview provided discrepant information, they were contacted to "adjust" the discrepancies. If both parties insisted that their information was accurate, two varying responses were recorded.

(3) It was difficult to control for the fact that some respondents may have answered questions too positively; that is, they may have overstated how well they were doing in the community in order to please the interviewer or out of fear that information about their adjustment would be fed back to the institution. Every effort was made to reassure respondents about the confidentiality of the information and the importance of responding as honestly as possible. However, there still may have been some respondents who felt compelled, for whatever reason, to respond less than accurately.

1.5 Data Analysis and Reporting

All of the data collected from interviews with institutional staff, clients and their families, and from institutional records are described in this volume. The descriptions present a picture of the institutional and community experiences of 440 clients released from 10 institutions to community settings during 1972-74. It was decided to include these rather lengthy descriptions of the basic variables because of the inherent interest and potential usefulness they have for program planners and service providers. Since the more refined analysis provided in Volume V tends to lose the more qualitative sense of the data, the analysis offered in this volume provides an opportunity to describe the research findings in the most basic and least aggregated form.

The text and tables which follow report the responses of family, clients, and institutional representatives across a variety of topic areas. Ten topic areas are used:

1. Client Characteristics: demographic data on the study group as well as data on their physical characteristics and functional level.

2. Institutional Experiences: descriptions of the clients' experiences when living at the institution before release into the community, including the clients' institutionalization history, types of training/programs received by clients at the institution, and the social experiences of clients at the institution.

3. Community Characteristics as Perceived by Family Respondents: data on the characteristics of the communities in which clients live, including the perceived availability of services and training programs in communities and providers of these services.

4. Residential Experiences: history of the residential experiences of the clients since release from the institution, as well as satisfaction with their current residential settings.

5. Residential Characteristics: descriptions of the types of settings in which clients lived in the community, including physical characteristics, location, size, characteristics of staff/family living with clients, and costs of living in residential setting.

6. Day Activity Experiences: history of previous day activities since release, data on current day activities (work, school, other placements), and client's satisfaction with current day placements.

7. Services and Training: data on types, sources, and frequency of services and training received by clients (and families) since client's release from institution, including institutional follow-up services and case manager assistance.

8. Social and Civic Activities: data on social, civic, and leisure activities of clients in the community, including group activities, friendships, marriages, etc.

9. Problems and Overall Adjustment: client's and family's perceptions of the client's adjustment to family, school, and community; and types of problems of community living encountered by clients and families.

10. Interview Characteristics: information provided by interviewers about the respondents and interview process, including: level of comprehension of the respondents; their attitude toward the interview; the demeanor and verbalness of the client, and the length of time taken to complete the interview.

Limitations of Data Reporting

The major limitation in describing this data is that it is merely a description--it does not attempt to interpret or explain the types and frequencies of experiences which are reported. It is anticipated that interpretations and/or explanations of the data will occur in Volume V after a variety of analytical techniques have been applied.

Study Group Responses

During the course of the interviews, much information was collected from the study group which can best be reported by directly quoting the clients themselves. These comments, listed in figures throughout Sections 3.0, 5.0, 7.0, 10.0, and 11.0 represent some of the most direct and vivid information gathered. By including the verbatim responses of the study group, we feel that the real substance of the report is enhanced and enriched. Any references to people, places, or to the institutions have been changed to protect the anonymity of the clients. Returnees are differentiated from non-returnees by an (R) after the quotation.

2.0 CLIENT CHARACTERISTICS

2.1 Introduction

This section reports on the demographic, physical, and functional characteristics of the 440 clients in the study group. The demographic characteristics reported in this section include the age, sex, and race of the study group. This data was obtained from institutional records via the Client Data Recording Form (CDRF). The physical characteristics of clients described in this report (appearance, weight, deformities, etc.) are based on the interviewers' observations of clients at the time of the interview as recorded on the Final Comments Sheets. The description of the functional and behavioral levels of clients includes level of retardation (mild, moderate, severe, and profound) as reported by the institution on the CDRF and scores on the AAMD Adaptive Behavior Scale as reported by the family respondent.

2.2 Demographic Characteristics

2.2.1 Age

This project specified that the sample clients be between the ages of 6 and 40 years at the time of their release from the institution. However, in some instances, persons outside these age ranges were included in the sample group. The real age range was from 5 years to 55 years old. This expansion of the range was due primarily to the fact that when the institutions identified the names of deinstitutionalized clients according to our specifications, they inadvertantly included some clients who were outside the age range requested. It was not until the field interview with the client that Abt Associates project staff learned the age of the client. Rather than eliminate those cases from the study which fell outside of the original age range (thus reducing the sample size by 31 clients, or 7%), it was decided to retain them.

The average age of returnees was 26 years at the time of the interviews, while for non-returnees, the average age was 27 years. Table 2.0-1 shows the breakdown of clients according to the two age categories used in this study. More than 80% of the study group interviewed for this study were adults.

2.2.2 Sex

A little more than half the study group clients were male (54%). Of the non-returnees, about 54% were male, and of the returnees, about 55% were male.

2.2.3 Race

Approximately 93% of the study group were white. Blacks comprised 5% of the study group (6% of the non-returnees, 4% of the returnees). American Indians constituted 2% (6 non-returnees, 1 returnee), while only 1 Hispanic person was in the study group (a non-returnee).

2.3 Functional Level

2.3.1 Level of Retardation

The levels of retardation of the sample clients were gathered from the Client Data Recording Form and reflect the classifications used by the institutions for its released clients. As Table 2.0-2 illustrates, slightly over 40% of the entire study group was mildly retarded, including both non-returnees and returnees. More returnees were moderately retarded than were non-returnees, but fewer returnees were severely or profoundly retarded.*

2.4 Physical Characteristics

The physical characteristics of the study group discussed in this section are based upon the Final Comments Sheets (FCS) filled out by the interviewers. Only 403 sample clients who were actually seen by the interviewers are included. Of the 375 non-returnees, 23 were not met or interviewed, and of the 58 returnees, 7 were not met or interviewed. Thus, the discussion of the physical characteristics applies to a total of 352 non-returnees and 51 returnees.

2.4.1 Physical Appearance

Three aspects of physical appearance were examined and reported by the interviewers: overall appearance, weight, and appropriateness of clothing. Tables 2.0-3, 2.0-4, and 2.0-5 indicate the scales used and the number and percent of study group clients within each scale category. Returnees and non-returnees did not differ with respect to overall appearance. The vast majority of both groups were also considered "normal" weight; i.e., having an appropriate weight for the general physique of the client. Interviewers were also asked to described the grooming of the study group in terms of cleanliness and appropriateness of their clothing. Appropriateness was judged in terms of both the climate and the client's age. As Table 2.0-5 indicates, non-returnees were perceived as being more appropriately dressed than were returnees. It should be recalled that, at the time their appearance was recorded, returnees were in the institution, not the community. This tells us, then, that people in the institution appeared to be less appropriately dressed than those in the community, not that returnees were inappropriately dressed while living in the community.

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* Because of the many complications resulting from different testing conditions, recorded I.Q. per se was not obtained.

2.4.2 Disabilities of the Study Group

Information was also collected on disabilities, mobility, and deformities of the study group. The disabilities of clients were obtained from the family respondents at the time of the interview, whereas information on the latter dimension is based on the impressions of the interviewers. Tables 2.0-6, 2.0-7, and 2.0-8 indicate the scales used and the comparison between non-returnees and returnees along these scales.

The disability most frequent among non-returnees was speech impairment, while for returnees, the most frequent disability was "psychological" problems. Many more non-returnees had a substantial visual impairment. Approximately two-thirds of both the non-returnees and returnees had at least one disability in addition to their retardation.

The mobility scale (Table 2.0-7) shows that about 80% of both the non-returnees and returnees were described as completely mobile; i.e., had little or no difficulty walking, moving up and down stairs, etc. Only ten of the non-returnees and two returnees were described as needing assistance or as unable to move independently.

Over three-quarters of the study group had no physical deformities. For those clients having deformities, the most common type was in the facial area (8% of the non-returnees, 9% of the returnees).

2.5 Adaptive Behavior Scale

The Adaptive Behavior Scale (ABS) of the American Association on Mental Deficiencies was administered for all study group members by the interviewers with the family respondents. Tables 2.0-9 through 2.0-18 show a comparison between the non-returnees and returnees in the study group with the mean scores for a normative sample as reported by the American Association on Mental Deficiencies.

For Part I on the ABS concerning various domains of independent functioning, the tables indicate that there was no strong variation in the mean scores of the non-returnees and the returnees in the study group. That is, non-returnees did not tend to be more independent in their basic skills than were returnees. In comparison to the normative sample scores,* it was found that study group children and youth (under age 19) were slightly more retarded than were the adults in the study group in terms of their independent functioning. Adults in the study group most often scored higher than the mean scores of the moderately retarded members of the normative sample for Part I of the ABS.

Part II of the ABS concerns negative behaviors. Tables 2.0-20 through 2.0-31 report the number and percentages of study group members and normative sample members who received a zero score along various dimensions --indicating an absence of these behaviors. (Table 2.0-19 shows sample sizes for Part II of the ABS.) Overall, there was no strong variation between the normative sample and the study group sample. Returnees in the study group tended to have lower percentages of persons with zero scores than did non-returnees, indicating slightly greater presence of negative behaviors. Table 2.0-32 shows that, for the actual scores on each aspect of negative behaviors, returnees were higher, indicating a greater prevalence of undesirable behaviors than among non-returnees.

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* Mean scores for the age groups, undifferentiated by level of retardation, were not available from the American Association on Mental Deficiencies. Therefore, we have reported the mean scores for moderately and profoundly retarded persons in the tables. Our study group mean scores are not specified by level of retardation.

2.6 Summary

The majority of clients in the study group were white adults, with an almost even distribution between males and females. Their average age at the time of the interview was about 27 years.

Slightly over 40% of the entire study group was mildly retarded--more returnees were moderately retarded than non-returnees, but fewer returnees were severely and profoundly retarded.

Returnees had slightly lower functioning as reported on Part I of the Adaptive Behavior Scale. On Part II of the ABS, however, returnees consistently scored higher, indicating more inappropriate social and personal behavior.

Most study group clients were of normal appearance, weight, cleanliness, etc. Over three-quarters of the group had no physical deformities. Approximately two-thirds of the clients had at least one additional disability other than retardation. For non-returnees, the most frequent additional disability was speech impairment; for returnees, psycological problems were the most frequent additional disability.

3.0 INSTITUTIONAL EXPERIENCE

In this section aspects of the institutional experience of the study group are discussed. The sources for this information were institutional records (via the Client Data Recording Form), family respondents and study group members. First, basic infomation on the admissions and releases of the study group and the number of years institutionalized is reported. Second, the number and types of pre-release training and programs in which the study group was involved is discussed. The types of training which the study group reported receiving and that which the respondents reported the study group as receiving is also presented. Third, the study group's institutional social experiences are reported.

3.1 History of Institutionalization

In this section, the number of admissions to the participating institutions, the average age at admission and release, and the time spent in other institutions will be presented.

3.1.1 Number of Admissions to Releasing Institution

Table 3.0-1 shows the number of admissions of study group members to the institution. (These admissions refer only to the nine institutions from which the study group was released and therefore does not include admissions to other institutions.) The table shows that only 18% of the non-returnees had been admitted two or more times, while over two-thirds of the returnees had entered the institution that often. Over a quarter (28%) of the returnees were admitted three or more times, while this was true for only 5% of non-returnees.

3.1.2 Age

The average age at the first admission for non-returnees was 14 years while for returnees it was 17 years (see Table 3.0-2). For both groups, the average age at the first release since January 1, 1972 (the beginning of the period under study) was 23 years.

3.1.3 Length of Time in the Participating Institution

Prior to deinstitutionalization, non-returnees had been in the releasing institution for an average of 11 years (see Table 3.0-3).

Returnees had a shorter stay, averaging only 8 years. Thus, non-returnees had been at the releasing institution three years longer than returnees. Since the two groups were released at the same age (23), this difference corresponds directly to the difference in average ages of admission to the releasing institution: 14 years for non-returnees and 17 years for returnees.

3.1.4 Length of Time at Other Institutions

Table 3.0-4 shows the number of study group members who had been in other institutions prior to their admission to the institution participating in the study. This information was available on only about half of the non-returnees and returnees, but it indicates that over a quarter of the returnees (27%) were previously institutionalized in other facilities for an average of 11 years, while 21% of the non-returnees spent an average of only 6 years in other institutions. Thus, overall, returnees may have spent more time in the institutions and may have been moved more frequently from one institution to another.

3.1.5 Length of Time Living with Families

Table 3.0-5 shows the number of study group clients who had lived with their immediate family prior to institutionalization. This information was not available for a quarter of the non-returnees and for about 19% of the returnees. As the table shows, virtually all those on whom information was available had lived with their immediate family (approximately 75%).

The average number of years spent living with their families for non-returnees was 12 years and for returnees, the average time was 15 years. This may suggest that returnees were institutionalized later in life and tended to spend more time in the family setting prior to being placed in a facility.*

3.1.6 Commitment Status

Almost half of the non-returnees (44%) and returnees (48%) were admitted to the institution via the court system (see Table 3.0-6). Another

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* It should be noted that because of the relatively large proportion of missing information, we cannot simply add the numbers given in Sections 3.1.3, 3.1.4, and 3.1.5 to get a composite of a client's history. In general, it seems that most study group members spent their childhood at home, and their adolescence institutionalized, with the time about evenly divided.

41% of the non-returnees were admitted by authorization of parent or guardian, while less than a quarter (24%) of the returnees were so admitted. Ten percent of the non-returnees and 16% of the returnees admitted themselves voluntarily to the facilities.

3.2 Pre-Release Programs

Four general types of pre-release programs were offered by the institutions from which the study group was released:

- Special Residential Program: Usually a semi-independent living environment located on the grounds of the institution. Individualized programs were usually offered. The emphasis was on working in a community atmosphere and learning social and personal development skills.
- Sheltered Workshop Program: Sheltered workshops for persons with varying levels of retardation. Some taught social and behavioral skills. They were located on the grounds of the institution or in the community.
- Competitive Employment Program: These programs allowed clients to work in a competitive employment situation. Emphasis was placed on developing basic vocational and community living-related skills.
- Special School Programs: These were programs in which children attended a school program during the day in the community or in the institution.*

Table 3.0-7 shows the number of different pre-release programs in which study group clients participated. Over half of the non-returnees and returnees were not known to have participated in any pre-release program. Over a quarter (29%) of the non-returnees and about a quarter of the returnees participated in one pre-release program, while 13% of the non-returnees and 17% of the returnees were involved with two programs. About 6% of both groups were involved in three or more different pre-release programs.

Table 3.0-8 shows the number of study group clients who were involved in the pre-release programs. Those figures are not mutually exclusive; i.e., as indicated above, some clients may have participated in more than one program.

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* For more detailed descriptions of pre-release programs, see Volume 3 of this study.

As the table indicates, 29% of the non-returnees had participated in a residential pre-release program, compared to 21% of the returnees. However, while less than a quarter of the non-returnees had been involved in a sheltered workshop program, a third of the returnees had been. School programs were participated in the least often by both non-returnees and returnees, probably because most study group clients were adults.

3.2.1 Institutional Day Activities of Study Group

In addition to information on the specific pre-release programs, information was available on the types of day activities of the study group during the six months prior to their release. Some of these activities were part of the pre-release programs described, while others were part of institutional training programs not necessarily oriented towards release.

Table 3.0-9 shows that three-quarters of the non-returnees and about two-thirds (69%) of the returnees were involved in a day activity in the institution prior to release. The most common placement was in a sheltered workshop at the institution (41% of the non-returnees, 36% of the returnees; see Table 3.0-10). In addition, about 13% of the non-returnees and 7% of the returnees were in sheltered workshops in the community, so well over half the non-returnees and over 40% of the returnees were in a sheltered workshop prior to release. Almost a third of the non-returnees were involved in an institutional school program. One-fifth of the non-returnees (21%), compared to only 10% of the returnees, were in a day activity located in the community prior to their release.

Non-returnees spent an average of 30 hours a week in their institutional day program, while returnees averaged only 24 hours per week (see Table 3.0-11). For those clients who earned money at their day placement (27% of the non-returnees and 24% of the returnees), the weekly average was between $8 and $10.

3.3 Institutional Training

As Table 3.0-12 indicates, for most of the study group, basic grooming skills (toileting, personal appearance, dressing and undresssing, table manners) were either received at the institution or not needed because the client already had the skill. It may be that these skill areas were prerequisites for community placement. Also, it should be pointed out that most study group members entered the institution after living at home for many years, so they may well have entered the institution with these basic skills.

There were a number of areas in which family respondents felt the study group members were not ready to receive training when at the institution, and in which training was not provided by the institution. Almost half of both the non-returnees and returnee clients were considered not ready to learn how to use social and community agencies. Interestingly, 30% of the non-returnees, but only 17% of the returnees, were not ready for vocational training. About a quarter of both groups were not considered ready to learn shopping skills, money management, use of a telephone, or travel skills.

The greatest differences between the two groups showed up in the area of training which was needed but not received. Surprisingly, a much higher proportion of non-returnees' family respondents perceived areas in which skills should have been taught. This difference may be due to the differences in the clients, or to the fact that most family respondents for returnees were institution staff. There were no areas for which family respondents of returnees were more likely than those of non-returnees to feel skills should have been taught by the institution but were not.

About 30% of the family respondents said the following types of training were needed yet not provided by the institution (listed in order of their need, the ones needed the most being listed first):

- travel skills........(36% of non-returnees; 17% of returnees);
- using social & community agencies (35% and 24%, respectively);
- dealing with emergencies (33% non-returnees; 22% of returnees);
- meal preparation.....(32% of non-returnees; 21% of returnees);
- money management.....(32% of non-returnees; 12% of returnees);
- using a telephone....(30% of non-returnees; 8% of returnees);
- shopping skills......(29% of non-returnees; 10% of returnees).

Table 3.0-13 shows that about a quarter of the non-returnees and one-third of the returnee responses indicated learning independence skills (i.e. personal appearance, grooming, table manners) at the institution. About 20% of the responses listed domestic skills such as cleaning, making beds, etc. Few of the responses concerned economic skills (handling money, going shopping) or vocational skills.

Of the skill areas mentioned when clients were asked what they would like to have learned, the most common areas cited were independence skills,

Figure 3-1. Institutional Self Care Training

WHAT DID (NAME OF INSTITUTION) TEACH YOU WHICH HELPS YOU TAKE CARE OF YOURSELF AND YOUR HOME?

- We had to do chores - make beds, sweep floors, get up in time - get our pills and brush our teeth.
- We learned to go shopping. We learned to brush our teeth three times a day. We learned to dust and clean our rooms. We learned to get up on the first call.
- At the institution they taught me how to put on clothes, get zipper up and down. They taught me how to wash my hair. They taught me to trim my nails.
- They taught me how to take care of myself, to do my hair. I learned to take care of my room. I learned how to spend my money.
- To be yourself; cooking.
- I was taking care of kids - giving them baths and I was taking a bath every day. I worked on the "X" building for four years. I worked on "Z" building - be just like this place, you have to clean the floor only you use mops to clean them out. I shaved twice a day for six months every two days and I take baths seven times a week, seven days out of a week. Then I use deodorant seven days a week and I use shaving lotion seven days a week.
- Did go to o.t. - sewing, making rugs, and stuff like that. No go to homemaking. They didn't teach us anything like they should. Didn't learn us anything.
- It taught me to put on clean clothes every day and they taught me how to read and a little adding and subtracting, but not much 'cause I don't know how to count money back from people in the stores. I just take that as mine.
- I don't think they ever taught me anything. I didn't know how to cook or anything like that when I got out of the institution. Mary, caseworker, had her secretary teach me cooking.
- I do take care of myself. I knew this when I was a kid. Shower, dress, feed, make bed with no problem. I love to walk around, run errand. Can't do that on family care.(R)
- Make my bed, shower, how to be neat, pick-up, I match all my clothes. I don't mix plaids with flowers. How to take a bath. How to be on time for work (brush my teeth, how to tell time, I can sew).

IS THERE ANYTHING YOU WISH (NAME OF INSTITUTION) HAD TAUGHT YOU TO HELP YOU TAKE CARE OF YOURSELF AND YOUR HOME?

- I don't know. As long as I've been a patient out there I've been pretty dumb. If I would have stayed out of jail long enough they would have.
- They could have told me if I ever go out and have my own apartment how to keep it clean. They could have taught me how to take care of the garbage, empty the trash. Keep my bathrooms and bedrooms clean. How to go about washing dishes, if I was living alone.
- They should have a bike shop, TV shops - we could learn to fix them. (R)
- If they would help me, but they never did. I learned more here than there. Some of us kids know how to do things. A lot of things - how to set tables & schooling.
- One thing - like I wasn't wishing, I was hoping they wouldn't turn those people against me when I went out there, but it didn't do no good at all.
- I do enough for myself.(R)
- How to make coffee. How to make toast.
- How to iron my clothes.
- I do things myself. I take care of myself.
- Wish they had taught me to cook better.
- Wish they had better teachers, to teach cooking with meat and potatoes, those that are capable instead of packages.
- To read a bit better, I can't read much. To hunt, Karate. That's mostly all. But the law, I'd like to learn if I had to go to court.

Figure 3-2. Institutional School & Work Training

WHAT DID (NAME OF INSTITUTION) TEACH YOU WHICH HELPS YOU IN SCHOOL OR AT WORK?

- Reading, spelling and arithmetic. At first I worked with kids, then I got tired and went to food service. I dished up jello and salads.
- We took tours in school and had to tell our teacher what we remembered. We learned first aid and had tests on it. We had to listen carefully to movies . We did exercises in class once a week. In the summer, we worked in the garden and learned which was weeds and which was plants.
- They taught me arithmetic, color, school books. School book stuff.
- I learned how to write, how to do arithmetic, reading. I learned how to make things--picture frames, churches from ice cream sticks. I learned how to make beds, and how to clean the restroom.
- They taught me how to wash my hands every day - they taught me how to be on my job on time and they taught me how to dress neat when I went to work.
- They didn't do nothing. It's like talking to the wall at the institution.
- Not let us go to school, teach us arithmetic, or anything. Nope. Where I work at now they do.
- Nothing much - work they only taught me how to do dishes. Nothing more that I know of.
- Taking care of kids, handicapped and that. I didn't went to school, only gym.
- Clean toilet, sink, empty garbage, sweep floor. If my hands were steady, I could do more.
- Like I said, nothing.
- Math and everything. They do good for me--I appreciate it.
- To do different things like tell time. Some kind of work.
- How to write my name, tie my shoes.
- No, they never taught me anything there.
- In the workshop. Make pens, car parts, any job that came in they taught.
- Send up to night school, took a cooking class. Arithmetic, reading, and graduation.
- Fix bicycles, build stuff like candle holders, coat racks, make wallets, pump gas, electronics. I worked over maintenance, change diapers and feed babies with bottles.

IS THERE ANYTHING YOU WISH (NAME OF INSTITUTION) HAD TAUGHT YOU TO HELP YOU IN SCHOOL OR AT WORK?

- I don't know what you're talking about. They taught me everything I needed to know about work, how to get there on time, how to catch the right bus to get there.

- Wish they would have taught me how to multiply and divide a lot more. I have a little problem with that, but I'll get the hang of it pretty soon. They would have taught me more about working in different places. When I have problems how to sit down and talk to boss instead of blowing up. No.
- I'd like to be a mechanic. I love cars. They could have asked me what I wanted to be if I ever got out into the community or outside of the workshop.
- Train you to drive, fix cars, typing, machinery work. Don't have right teacher - should be more experienced. (R)
- If they taught me in school I would get somewhere. Working on high school diploma so I can be nurses aide. Dad want me nurses aide. Anything.
- Read and write.
- Like work, I learned on my own. Working I love - I wouldn't give it up if they'd had a school out there, I would have went. I love reading. I wouldn't give up reading. I asked the principle if I could have about five hours in school.
- They took me out of workshop. Like to stay in John's shop. They won't take me back to study. (R)
- How to run the washer and the dryer. Using an elevator.
- How to budget my money. How to spend my money wisely.
- How to write. How to read.
- To read better, do math better. Make TV sets and stuff, paint better.

Figure 3-3. Institutional Interpersonal Training

WHAT DID (NAME OF INSTITUTION) TEACH YOU WHICH HELPS YOU GET ALONG WITH OTHER PEOPLE?

- Not to hit people, 'cause I did once, and I got on restriction.
- We had a Community Living class, teaching us how to get along with people.
- They taught me how to behave by getting after me. They got after me if I didn't get along.
- I had classes teaching getting along with people.
- How to control my temper.
- Wish they had let John and I get married, help each other.
- I have to talk nice to the other kids. I was always their friend out there.
- All the staff does is yell and fight. (R)
- Well, sometimes, they not help you with that. I always go to my caseworker. No, nope, I learned everything when I came up here.
- Oh, dear, it's not very often I get along with people. I'm not too pleasant to be around sometimes. No.
- To be nice to them and not to hang around people that's bad, because you might be bad too.
- I always get along with some. Some you can't get along with at all.(R)
- I've got to say there, too, nothing. I've got a quick temper and someone just say something to me and I just lose it.
- A little. Be nice. Heck with it. I do like I want.
- Yes, be friendly. Try to get along with some of them, can't get along with too many of them.
- Tell ya - stay in line, do what told, go get your tray. Once I was out of line, told him get back in line.
- Ya. Be friends.
- Be kind. To get along with people that are blind or can't talk.
- Yes. Have manners.
- When I washing dishes, one of the guys said Mrs. X wants you. I said "What did I do wrong now?" She said you're going home tomorrow. I didn't believe it. I was tickled pink. Yes, they taught us how to get along with other people and not to fight. If we fought they put us in seclusion rooms. I wasn't in it, Thank God, the boys in it said it was torture. They give you a little piece of meat, potato and that's all. I used to get in trouble but I never got in that seclusion room. That's all I guess.

IS THERE ANYTHING YOU WISH (NAME OF INSTITUTION) HAD TAUGHT YOU TO HELP YOU GET ALONG WITH OTHER PEOPLE?

- No ma'am, they was my friends out there - there wasn't anything they had to teach me. You had to be friends out there 'cause you wasn't going anyplace, except to work, and most of them worked the same place I did.
- No. I get along just fine, except for one person that's a new guy that just started. I don't like him. He thinks I'm dumb, I guess.
- Oh, they could have taught me to get along with people and to get acquainted a little better.
- Sometimes hard. Some kids turn people in for trouble.
- Yeah, I wish they did teach you how to get along with other people. They didn't.
- If a person fair with me, I be same with them. I have no family, no morey. If some people had to live my life, they couldn't do it, but I'm used to it. (R)
- If they would have taught me that the world would be in better shape. When I was put there, there were five blacks and 300 whites. Out of all of us black people, they wouldn't do anything for us so we decided to get out on our own and hunt for a job - but it's getting worse once again. Most of the kids I know are out of the institution. I told John anyone from XXX, I didn't want to see. I was at a hostel one day and I went to bed at 7:30 and they claim I was stealing, so I told them to go to hell. For a while I thought they would be OK, but they got worse, so I decided to quit.
- How to make friends. Sharing things.
- How to be friends with people.
- To act pretty good.

Figure 3-4. Institutional Community Training

WHAT DID (NAME OF INSTITUTION) TEACH YOU WHICH HELPS YOU DO THINGS IN THE COMMUNITY?

- I don't think they taught us that much - 'cause the attendants had to go with us shopping. We could never go on our own. Guess they thought we wouldn't get back. I'm never going to go back there again.
- There wasn't too much they taught us. People came out and put in programs for us and left us pop. They taught us to remember our sizes when we went shopping.
- How to get along with people. To realize other people have problems besides myself.
- They didn't teach me anything about the community. I had to learn it on my own.
- Some social workers taught me right and wrong.(R)
- I had to learn myself to do things on my own. They don't help you or nothing. Nothing.
- Go to church - make new friends. I go around the neighborhood. I babysit sometimes - play with kids.
- The institution didn't teach me a thing. If it wasn't for John Jones, Mrs. Smith, Ed Brown (from XXX), I wouldn't have learned nothing.
- I used to work in the storehouse in the living room. Like shopping.
- One day I went to hamburger stand, went to pick up phonograph. Have to change clothes to clean ones, look neat when going into town.
- How to spend money.
- How to shop. We worked the grounds - left the grounds and get a cab to go shopping.
- Raking leaves.
- You have to live on own. I didn't like my first home--I got scared. The people left me alone with 10 year old boy--went back to institution. Was afraid someone would break in--a rich neighborhood. I don't like rich neighborhoods.
- Learned to embroider designs on my clothes. Mop floors, paint, stack thing high, baseball, basketball, swim, skiing, ice skate, roller skate, hockey. Count my money, buy my clothes, to use road map, hike, and fish. Back my clothes. To go the street on the bus. How to save my money.
- I worked in the dining room. I went to a home ec class. I learned to look at the menus to see what would be good to make. I worked on laundry and that taught me to do washing and stuff. I mostly helped the other kids some fell back on me, I enjoyed helping those who can't do much for themselves. My mom is in a nursing home, I used to take care of her so I had a lot of experience in taking care of people. They taught me math, reading and writing, spelling. I got

a chance to go to nite school. We start next month to nite school. They taught me a little about money situations. They taught me grooming, keeping clean and stuff. They taught me not to get in arguments and to keep my temper down. They taught me to listen when people explain and not go against what they say. They taught me more about money so I could get the rent paid and all the bills paid. Sometimes I have trouble spelling. That's about all.

- They taught me to wax floors. Wish they had taught me to fix furniture, like if a chair breaks, so I wouldn't have to depend on someone else to do it.
- I went down there to go school but they didn't teach me. They came here & told me and my parents they would find me a job right away. Also said I'd go to a dance every Fri nite. That wasn't true either. They put me to work finally. Know how much you got pay 50¢ for the whole time. Paint rollers was the best thing I like. No they didn't teach me to read and write and that's the truth too.

IS THERE ANYTHING YOU WISH (NAME OF INSTITUTION) HAD TAUGHT YOU TO HELP YOU DO THINGS IN THE COMMUNITY?

- Yes, I wish they would have but they didn't - only thing when our time was up they just turned us loose and we were told where to go to live - they just put us in a car and tell us we're going to a house in Omaha and we have to figure it all out.
- No. I think that I can go out and buy my own clothes and manage pretty well, though.
- They did teach me cooking, do the dishes, take turns.
- Should help me learn to subtract money (make change). How to travel- where you're going, how much money it takes. Teach you how not to get ripped off - pickpockets steal your money. (R)
- If they just show us kids how to do things, but they don't. Glad I'm away from there.
- I wish they had taught me how to use stores.
- They should have taught me about the town and what it would be like to live on your own, what the outside would be like, before I went out.
- Few things, like controlling my temper - getting along with other people - everyone I try working with - it isn't doing no good - everywhere I go, people know I'm from the institution and from there they don't want my help because they think I'm crazy. You know, if I was crazy, I'd go to the hospital myself, but I'm not crazy, whatever - I don't tell people too much about myself. People around here want to know about myself, but I just can't tell them. I just can't sit around and tell them.

- To help us not get lost.
- How to shop for myself. Taking buses.
- Nothing. I help myself.
- How to work a TV.

domestic skills, and vocational skills. This item was open-ended for clients, and this may reflect their knowledge of different skills, rather than the skills clients really want or need to possess.

3.4 Institutional Social Experiences

The type and frequency of participation in various leisure time activities while in the institution is reported in this section. In addition, the number of study group members who had friends in the institution is discussed, along with the number of people who maintained contact with these institutional friends after moving to the community.

3.4.1 Institutional Spare Time Activities

Spare time activities were grouped into two categories: individual spare time activities (i.e., watching television, going on errands, having a hobby, going to the movies) and group-oriented activities. Table 3.0-14 shows the number and percent of study group members who participated in such spare time activities while living in the institution.* Non-returnees and returnees participated in more individually oriented spare time activities at the institutions than they did in group-oriented activities. Over three-quarters watched TV or went to the movies, while over half went out on errands. The most frequently participated in group spare time activities were going to parties, going to religious services, and going on vacations. The least often participated in were visiting friends, being a member of a club or organization, and going out on dates (asked only of those clients over age 16). Nearly half of the entire study group did not participate in sports or go to sports events while in the institutions.

Table 3.0-15 shows that individually performed spare time activities were most frequently participated in on a weekly basis, while group-oriented activities were more commonly participated in on a monthly or twice yearly basis. For example, going to parties was most often a monthly activity for both non-returnees and returnees. Watching TV or listening to the radio was, overall, the activity in which the largest number of people participated and which they did at least once a week.

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* It should be noted that in many cases, respondents were unsure of the institutional spare time activities of the study group because they were not in contact with the study group member until after the client's release.

3.4.2 Institutional Friendships

About 80% of the non-returnees and 72% of the returnees had friends while they were living in the institution. Respondents were asked if study group members still kept in touch with these institutional friends. (This question was asked only of non-returnee respondents.) About two-thirds of the non-returnees still visited or kept in touch with some of these institutional friends. Table 3.0-16 lists different reasons given why clients do not keep in touch or visit their institutional friends. Lack of transportation was the primary reason for losing contact with former friends.

3.5 Information Provided to the Respondents by Institutions

Information on the client's institutional experience and training may have been supplied to the community residences by the institution prior to or after the client was placed in the community. Respondents were asked about the types of information or records, if any, which were provided. Those respondents who did receive such information were asked about its completeness and accuracy.

Table 3.0-17 shows that about 60% of the non-returnee respondents said they received medical records and about half of the non-returnee respondents indicated they were given records of the client's functional levels and capabilities. Less than half of both non-returnee and returnee respondents received information on the school programs, employment history, I.Q. or other test scores, institutional training, or financial situation of the study group members. A few more than half (52%) of the returnee respondents received information on behavioral problems of the clients, while less than half (45%) of the non-returnee respondents received this type of information.

Respondents who received information were asked about the completeness and accuracy of the information provided (see Table 3.0-18). Half or less of the non-returnee respondents said that the medical, school, and institutional training information received was complete. For the other types of information received by non-returnee respondents, about two-thirds or more indicated that the information was complete. Half or less of the returnee respondents indicated that the medical records and records of the functional levels of the clients were complete. At least two-thirds of the other information received by returnee respondents was considered to be complete. The majority of the respondents who received information considered the records to be accurate.

3.6 Summary

The institutionalization history of study group clients differed in many ways for non-returnees and returnees. Returnees were admitted to the participating institutions more times than were non-returnees, but had remained there for shorter periods (an average of 8 years for returnees, 11 years for non-returnees). The age at first admission to the institution also differed for the two groups--14 years for non-returnees, 17 years for returnees. Returnees were reported to have spent more time in other institutions than non-returnees. Thus, overall, returnees may have spent more time in institutions and may have moved more frequently from one institution to another.

One or more pre-release programs were participated in by approximately half of the study group clients. Residential pre-release programs and sheltered workshops were participated in most often, with competitive employment programs and school programs cited least often. One-fifth of the non-returnees, compared to only 10% of the returnees, were in a day activity located in the community prior to their release.

Most study group clients were reported to have basic grooming skills such as toileting, dressing, table manners, by the time they entered the community. Skill areas which residents were most often considered not ready to learn included using social and community agencies, vocational training, shopping skills, money management, using a telephone, and travel skills. Surprisingly, a much higher proportion of non-returnees' family respondents perceived areas in which skills should have been taught than the returnees' family respondents.

Study group clients participated in more individually-oriented spare time activities at the institutions than they did in group-oriented activities. Watching television or listening to the radio was, overall, the activity in which the largest number of people participated on at least a weekly basis.

About three-quarters of the study group clients had friends while they were living at the institution. Approximately two-thirds of the non-returnees still visited or kept in touch with some of these institutional friends.

The types of information or records on the clients' institutional experiences and training most frequently provided by institutions to community residences were medical records. Less than half of both non-returnee and returnee respondents received information on the school programs, employment history, IQ or other test scores, institutional training, or financial situation of the study group members. Reports on the completeness and accuracy of the information provided varied according to the information type.

Figure 3-5. Additional Learning

WHAT ELSE HAVE YOU LEARNED TO DO?

- Wash my own clothes, which I didn't get to learn in the institution. I learned right way when I moved to the Town. I learned a little cooking when I first moved into town. Liver, I learned to make. I've got to make that sometime as soon as I get a frying pan. Defrost refrigerator - I haven't done that yet.
- How to help half these people clean up their house, paint it, go to the store for them - like they're in their 60s and 70s, I've been building fences for them. Taking their dogs out for walks, helping MR children for about two years. I guess I can control my temper as long as nobody says something wrong. I learned a lot of things. In the institution one woman helped me a lot. I asked her if she would teach me how to read. 'Cause I was five or six when I went out there - and she said she would. If it wasn't for that woman, both of them, I wouldn't have learned how to make an ashtray and I just loved them - arts and crafts. I didn't have too much trouble with those teachers. From 5 to 8 I learn them Karate. They like it and so do I - Karate.

IS THERE ANYTHING YOU WOULD LIKE TO LEARN HOW TO DO NOW?

- To be a housewife, more cooking that men might enjoy, learn how to drive, take friends out, like to a show or dinner, for rides to see family, to be a better swimmer, ice skating.
- I would like to learn how to read a cookbook. If I could read, I could read the cookbook and cook the food in there. The employees have to read it for me. I can put it in there and set the time and it comes out right. Ya, I would like to learn how to read. I can figure, I can count the numbers all right. I know what 5x10 is--it must be 25. I can count to 1,000, I can count to 100, clear up to 2100 and that's all. Ya, multiply or whatever you call that, read and addition or multiply. That kid where I was living just gave me a paper and told me to sign it. John Smith--I don't know how to read. I just signed it. Just like a lot of papers he gave me, I just signed them.
- Like to learn different languages so I could speak for example Spanish. I can speak a little but don't know all of it. No, nothing else.
- I like to learn a trade. Like working in a hospital, making beds. Working around nurses with patients. Go to school and learn like nurses do. I'd like to meet new friends, boy friends. I don't want to live in this residence all the time. (R)
- How to write my name, talk on the telephone. Do papers (READ AND WRITE?) Yes.
- To be a better reader to be better at the long vowel sounds and the short vowel sounds. Raking. Swimming--I'm terrible.
- I'm not allowed to go out on my own. I can get around. They won't let me. (R)
- Read, arithmetic, push a wheelchair. That's all. (R)
- Checkbook and bank statement, so I can live on my own. I would like to learn to sew on sewing machine. Make homemade bread and rolls. Learn how to drive because I got to. That's all I can think of right now.
- You mean here - would like to learn how to sew, to use that thing. Hard time threading it. Learning how to paint - boy friend teaching me that. Like to learn cooking more, that be kinda fun.
- Fill out a check; answer a telephone.
- How to get people out of the institution; I like to learn how to help them out.
- Someone to teach me how to bowl. My mother knows how to bowl.
- Sing. (R)
- Play the drums. How to sing. I'd like to be in a rock and roll band. How to write. How to print. (R)
- Like I'm not too good on reading, but I would like to learn once again - I know how to write and my arithmetic. I would like to learn how to get along with these people, north, south, east, west - if I could learn that, I'd be better off. No.

- How to use money. How to swim.
- How to drive a car. How to go places. How to read.
- Write my name. Read a book. Learn how to bowl. Learn how to do embroidery.
- I'd like to learn to repair TVs and radios.
- Read and write. I'd like to learn how to drive a car. I'd like to travel. (How to take buses, airplanes) Arithmetic.
- Read. Mechanic work. Nothing else.
- Make oatmeal cookies, sometimes. Sometimes, I like to make bread. Make banana bread.
- You mean things I do here. I think I know them all already. I don't think so.
- Write in script. Sewing.
- Learn how to cook better.
- Well, like to learn. When I get out on my own, like to learn good cleaning and how to realiy clean house. How to be a good person to get along with.
- Make to make things better. Make radios. Learn how to put paneling up. Learn to make glass stuff and candles. Paint glass stuff. Make cabinets stuff with wood.
- I'd like to learn to drive so I could go out nights.
- I wish I could get married, find the right one. I would like to know how to be a wife.
- How to be a plumber, be an electrician, put in plugs in houses.
- Go back to school and make something of myself. To read different things.
- Learn how to use a checking account. I'd like to learn how to get along with other people.
- Yep - I would like to learn how to do - is ride horses, camping, cars. Mostly - like to learn to save up my money to be on my own.

4.0 COMMUNITY CHARACTERISTICS AS PERCEIVED BY FAMILY RESPONDENTS

This section describes the community as perceived by the family respondents in terms of the availability of support services and training in skill areas, the level of satisfaction with these services, and general impressions of the friendliness of the community. No attempt was made to validate the perceptions of the family respondents, but these perceptions in themselves consticute an important dimension of the deinstitutionalization process.

4.1 Availability of Needed Services and Training

This section reports on the number of different types of training and services which family respondents indicated were either used or, if needed, were available in the community. It should be noted, then, that if a service or type of training was not used or needed, respondents were not asked about availability--so those services and training not used or needed may be underreported here, but since they were not needed, they were not of interest.

4.1.1 Availability of Support Services for Study Group Members

Over 85% of the respondents of non-returnee study group members reported that medical, dental, and recreational services were available, while respondents for returnees only reported medical services as being so commonly available (see Table 4.0-1). Social/psychological counseling and job counseling were reportedly available for over half the non-returnees and returnees. Though non-returnee respondents consistently reported services as being more available than returnee respondents, less than half of both respondent groups reported the following services available: camp, speech and physical therapy, and legal and housing assistance. Of the eleven types of support services discussed, seven were reported available for less than half of the returnees, whereas only five services were cited as available to less than half of the non-returnees. Thus, non-returnee respondents felt more services were available than did returnee respondents.

4.1.2 Availability of Training

As with support services, non-returnee respondents reported more training available than returnee respondents (see Table 4.0-2). In fact, the 24 training areas discussed, two-thirds of the training was reported available by more than half of the non-returnee respondents, while only 30% of the training areas were reported available by over half the returnee respondents. The least frequently available training as reported by both the non-returnee and returnee respondents were toileting skills, using public agencies, and sensory skills training. However, dressing skills, motor skills, vocational and pre-academic training were more frequently reported as unavailable by returnee respondents.

4.1.3 Availability of Services to Study Group Families

The only support service reported available for less than half of the families was support and/or training prior to the client's entering the home. Almost three-quarters of the respondents indicated that consultation for handling specific problems was available. About half said parent or professional organizations were available (see Table 4.0-3).

4.2 Providers of Services and Training

4.2.1 Providers of Services to Study Group

Respondents who reported services as either being used or available in the community were asked to cite the provider(s) of the service. Table 4.0-4 shows that non-returnee respondents reported the client's day/work program and community agencies as the providers for the majority of services whereas returnee respondents were more likely to see the institution as the provider of services. Community residences were considered the providers primarily for recreational/social services by both non-returnee respondents and returnee respondents. Both groups cited community agencies as the primary provider for psychological services, speech therapy, and legal or housing assistance.

4.2.2 Providers of Training

Respondents were asked about the providers of training: institution, community residence, day/work program, community agency, or other provider sources. A striking finding was that in all of the independence, economic, social, domestic, and self-direction skills area, the community residence was seen as the major provider of the training by well over three-quarters of both the non-returnee and returnee respondents. (See Table 4.0-5). Though other provider sources are also listed for these training areas, the community residence was seen as the primary provider.

The client's day/work program was cited as a provider by over a quarter of both non-returnees and returnee respondents for the following training areas: use of telephone, dealing with emergencies, physical skills, money management, social skills, vocational skills, self-direction skills, language skills, pre-academic skills, and numbers skills.

A much higher percent of returnee respondents cited the institution as a provider of training than did non-returnee respondents. In almost all of the skills training categories (except independence skills), the institution was considered a provider by at least twice the proportion of returnee respondents to non-returnee respondents. Community agencies were cited as a provider by about a quarter of the respondents for the following training areas: self-direction skills and language skills.

4.2.3 Providers of Services to Respondents

Table 4.0-6 lists the various sources for support services. Overall, community agencies were most frequently listed as a provider for services. However, for support and/or training prior to the client's coming to the residence, for on-going counseling, and for consultation for specific problems, about a third of the respondents indicated that the institutions were a provider of these services. Nearly half the respondents (44%) cited the community residence as a provider of respite care.

4.3 Satisfaction with Support Services

As Table 4.0-7 indicates, over three-quarters of the non-returnee respondents stated that they were satisfied with the support services available for the study group while a little over half of the returnee respondents said they were satisfied. A third of the returnee respondents said they were dissatisfied. Nearly two-thirds of the respondents were satisfied with the support services available to them (see Table 4.0-8) while about 11% of the non-returnee respondents said they were dissatisfied.

4.3.1 Interviewer's Perception of Community Support

After each interview session, interviewers were asked to give their perception of the degree of support in the community for the released

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* This probably indicates they did not understand the question, since it was intended to probe other sources of relief for family members.

study group member. Table 4.0-9 shows that interviewers felt there was considerable community support for over three-quarters of the non-returnees. However, less than a quarter of the communities in which returnees were living prior to readmission were perceived as being very supportive of the client. While only 7% of the non-returnees seemed to receive virtually no community support, 17% of the returnees appeared to the interviewers to have virtually no community support. The perceptions, however, may have been a function of the fact that interviewers contacted returnees in the institution after they had returned from their community setting.

4.4 Existence of Alternative Residential Settings

As Table 4.0-10 indicates, two-thirds of the non-returnee respondents and almost three-quarters of the returnee respondents said that there were no alternative residential settings available which provided a more supervised environment than the client's current setting. For the non-returnees, respondents most commonly described group homes as an available more supervised setting (see Table 4.0-11). Returnee respondents most commonly described nursing homes as an alternative more supervised residential setting. About a third of the returnee respondents also mentioned group homes.

Respondents were also asked about the existence of less supervised residential settings for the study group. Nearly half (46%) of the non-returnee respondents and about a third (35%) of the returnee respondents said that there were less supervised residential settings available in the community (see Table 4.0-12). Over half of both the respondent groups said there were semi-independent settings available (see Table 4.0-13). Group homes were also frequently mentioned as available less supervised residential settings.

4.5 Friendliness of the Community

About a third of the non-returnee family respondents perceived the community as unfriendly, while over half perceived the immediate neighborhood as being very friendly towards the study group member (see Table 4.0-14). Family respondents for the returnees, however, had a higher percentage of responses indicating a friendly community and a lower percentage of responses (less than half) indicating a friendly neighborhood.

4.6 Summary

More non-returnee respondents than returnee respondents felt that various support services and training were available in their communities. Support services specifically for study group families were less available than services for the clients themselves, although some families reported the availability of consultation for handling specific problems and parent professional organizations.

In general, non-returnee respondents reported the client's day/work program and community agencies as the providers of the majority of services, whereas returnee respondents were more likely to cite the institution as the provider of services. Similarly, a much higher percent of returnee respondents cited the institution as a provider of training than did non-returnee respondents. Over three-quarters of the non-returnee respondents stated that they were satisfied with the support services available to the study group, while a little over half of the returnee respondents said they were satisfied.

Interviewers felt there was considerable community support for over three-quarters of the non-returnees, but for less than a quarter of the communities in which returnees were living prior to readmission. More non-returnee respondents than returnee respondents said that alternative residential settings (more supervised; less supervised) were available in their communities.

Non-returnee family respondents perceived the community as unfriendly to the client more often than they perceived the immediate neighborhood as unfriendly; returnee family respondents, however, had a higher percentage of responses indicating a friendly community and a lower percentage of responses indicating a friendly neighborhood.

5.0 RESIDENTIAL EXPERIENCES

5.1 Introduction

In this section, the residential history of the study group will be discussed. Information was collected concerning the initial placements of the study group upon release from the institution, the moves made by the study group after release, the current settings in which clients were interviewed, and a projection from the families of where they expect the clients to be living one year from now. Questions were also asked directly of the study group as to what they liked and disliked about their current residential placements. The vast majority of this information came directly from the study group clients themselves or from their families. Information on the initial placement of the study group after release was obtained from the releasing institutions.

5.2 Residential Settings of Study Group Clients

5.2.1 Residential Settings Upon Release or Currently

Tables 5.0-1, 5.0-2, and 5.0-3 indicate the types of settings to which clients were released and in which they were living currently (or at the time of the interview). Non-returnees showed a movement from group home settings (67% upon release) to other settings (only 49% remained in group homes at the time of the interview). The biggest shift was towards semi-independent and independent living situations (5% to 10% and 1% to 12%, respectively), with only slight increases in natural/adoptive and foster home settings. Returnees initially were most likely to be placed in group homes and foster homes, and just prior to readmission to the institution, were most concentrated in foster homes.

5.2.2 Length of Time in Current Settings

The average length of time which residents have spent in current residential setting is 19.5 months. For clients who returned to the institution, the average length of time spent in the setting immediately prior to readmission was 11 months.

5.2.3 Expected Future Residential Settings

In order to predict future residential settings of the study group, family respondents were asked to describe the settings in which they thought the client would be living one year from the time of the interview. While interesting, these responses may reflect many different things: the types of settings potentially available for the client in that particular community; the degree to which family respondents thought that the present residential setting was appropriate; or the family respondent's perception of a client's ability to progress. Approximately three-quarters (270) of the non-returnees were expected to be living in the same residential setting one year from the interview. Nearly one-third (16) of the returnees were expected to be living in the same residential institution in the future.

Table 5.0-4 shows the number of clients expected to be living in various types of settings one year from the time of the interview. While 12% of the non-returnees currently live in independent living situations, the respondents' total projections of future placements listed 17% of the non-returnees in such settings in the future. Not surprisingly, only 2% of the returnees were expected to be living independently one year from the interview.

Another interesting comparison can be made with foster home placements of returnees. As was mentioned earlier, nearly one-third of the returnees were initially placed in foster homes, compared to 43% of the returnees who were living in foster homes just prior to their return to the institution. Future projections of returnee placements showed that only 12% would be living in foster homes after leaving the institution.

5.3 Residential Movement Since Release of Study Group Clients

5.3.1 Introduction

In order to trace the movement of released mentally retarded persons after their return to community life, a series of questions was asked during the interviews with the family respondents concerning where the client had lived since release, what the average length of time was in each setting, and why the client moved. This section reports the basic information gathered on residential movement.

5.3.2 Number of Study Group Clients Who Moved

Thirty-five percent or 155 clients, both non-returnees and returnees, moved to a different residential setting after their initial placement.

More than a third (36% of 138) of the non-returnees and more than a quarter (29% or 17) of the returnees had lived in more than one residence after their release. About 16% of both the non-returnees and returnees moved at least twice, and about 13% of both groups moved at least three times. Thus, residential movement per se in the community did not differentiate returnees and non-returnees.

5.3.3 Length of Time Spent in Residential Settings

Information was collected on the number of months spent in each residential setting after release for both non-returnees and returnees. The average length of time spent by non-returnees in various residential settings was 7½ months, whereas for returnees, the average was a little more than 4 months. As Table 5.0-5 indicates, both returnees and non-returnees spent less time in each residential setting as the number of moves increased. Also, although the number of moves was the same, returnees spent less time in each setting as well as less time in their last setting prior to returning to the institution than non-returnees.

5.3.4 Reasons for Leaving Residential Settings

During the interviews with family respondents, reasons for leaving residential settings were elicited. General categories were broadly defined so as to identify who or what precipitated the move; i.e., whether the move was initiated by the client, someone responsible for the client, or by other factors.

The most frequently stated reasons for non-returnee moves to different residential settings was that the client did not want to stay there (see Table 5.0-6). On the other hand, for returnees, the most frequently stated reason was that the residence did not want the client to stay there (18%), and only 11% of the reasons cited were that the client did not want to stay. Twenty percent of the non-returnee responses cited completion of the goals of the residential setting as the reason for leaving, whereas only 8% of the returnees cited this reason. (See Chapter 10 for a discussion of the reasons returnees left their last community placement to re-enter the institution.)

5.4 Study Group Satisfaction with Residential Placements

Of the 334 non-returnees who responded, 94% said they liked where they were currently living. However, when returnees were asked if they liked the residence in which they were living immediately prior to their return to the institution, only about half (57%) responded affirmatively.

Residents were asked what they did or did not like about their current residential setting. The question was open-ended, thus allowing the clients to respond in their own words. A list of categories was developed from these unprompted responses. Table 5.0-7 shows the percentage of responses given for each category for what clients said they liked about their residence, and Table 5.0-8 shows what they did not like about their residence. The most commonly stated reason, both for what clients liked and disliked about their homes, cited the people living there. Over 30% of the reasons for liking a residence were that the people were friendly (mentioned 200 times by the study group). Over half the reasons cited for disliking a residence were that the people living there were unfriendly (mentioned almost 350 times by the study group). The second most frequently stated reason why clients liked their settings (16%) was that they enjoyed the freedom and independence afforded by the residence. A little more than a third stated that there was nothing they did not like about their residence.

Non-returnees and returnees did not vary much in the responses given to what they liked about their residence except in the category dealing with social and recreational activities. Twenty-eight percent of the responses from returnees cited this as a positive factor in their former community settings. Of the non-returnees, only about 12% of the responses dealt with the social and recreational aspects of their residence.

Non-returnees were asked if they would rather live where they are now, or if they would prefer to live in the institution. Of the 320 clients who responded to the question, 95% or 304 said they would rather live in their current setting than in the institution. However, over half (59%) of the returnees said they preferred living in the institution to living in the community. When asked if there was some other residence or type of setting in which they would prefer to live, 140 or 37% of non-returnees wanted to live elsewhere. Specific types of settings were not read to the client; rather, spontaneous answers were recorded. Table 5.0-9 shows the number and percentage of responses given for each type of preferred residential setting mentioned by both non-returnees and returnees. The most frequently mentioned type of setting in which non-returnees would rather live was in their own home or apartment (approximately 48% of the responses from this group). For returnees, group homes was the most commonly mentioned community setting (34% of this group's responses). Natural homes was the second most commonly mentioned setting by both non-returnees and returnees (37% for the former, 29% for the latter).

5.5 Summary

Of the total study group (440 clients), 87% were currently living in community settings and 13% were interviewed after being readmitted to the institutions. The most common initial placement for all residents was a group home: over two-thirds of the non-returnees and half the returnees were initially placed in group homes. Almost one-third of returnees were initially placed in foster homes, compared to only 11% of non-returnees. More than a third of non-returnees and more than a quarter of returnees had lived in more than one residence since their release. Almost half of the non-returnees were living in group homes at the time of the interviews. Over 40% of returnees were living in foster homes prior to their readmission. The average length of time spent in these previous settings differed for non-returnees and returnees--7½ months for non-returnees and 4 months for returnees. Non-returnees had spent an average of 19½ months in their current settings, compared with only 11 months for returnees in the community setting prior to their readmission to the institution.

The overwhelming majority of non-returnees expressed satisfaction with their current residential setting. Only about half of the returnees indicated that they liked the residence in which they were living immediately preceding their return to the institution. More than one-third of the non-returnees, however, said they would prefer to live elsewhere, most frequently in their own home or apartment or with their natural family. About 40% of the returnees preferred to live elsewhere, most frequently indicating group homes or with their natural families. Virtually none of the non-returnees wanted to return to the institution, but over half of the returnees said they preferred the institution to the community.

Figure 5-1. Residential Experiences

WHAT DO YOU LIKE ABOUT LIVING (HERE/THERE)?

- Helping bring the cows and so forth. Feeding the dogs in the house.
- I like living in an apartment. More freedom--go shopping, go downtown, go to movies. We go places. The apartment is pretty.
- Nice and quiet. Nice and clean. Like a home.
- I can go shopping anytime I want to. I think I have more freedom here than at the institution. I get to meet different people.
- Cleaning up the house and stuff. There ain't no trouble, you know. You can get along with people, you go shopping with others, you learn how to pay your own rent so when you're on your own, you'll know.
- Like to clean. I dust furniture. I help my father weed. Plant corn. Check for eggs (in barn). Swimming (prompted). I go underwater.
- I like my foster mother. I have my own room, color TV, bicycle.
- They treat me nice--all the food I want--we go a lot of places--sing in choir. Get allowance, clean room, take out garbage, help grandma (do many kinds of chores).
- I like this house very much. I strip my bed, put on clean sheets. I do housecleaning, dust my room. Not too bad. Like very much.
- I like living with Mrs. Jones, she is a nice lady. I appreciate her. I like to be around her.
- Well, you can cook own breakfast, and then go out to work and I be on my own, I go up to my room and watch TV.
- Have my own freedom, privacy, own room; nobody steals my stuff. Associating with friends.
- I love it here. I love my dad. My dad died and sold his house. I love the farm here. I love my foster parents--my grandpa is gone. I love my girlfriend Audrey: she reminds my of my mother...I like to take care of the puppies, kittens, and cows. I like to grow flowers, gardens; like to pull weeds in gardens, to can. Like to can ketchup... I have a calf to water....Sometimes I make coffee. Audrey makes me coffee. We make our own breakfast and supper....I love my family doctor.
- Me and Susan have our own bedrooms and it's bigger and we can walk around--the other place was too crowded. We keep it pretty well cleaned up and stuff. We take turns cleaning it up. Jean is nice and Susan's nice and we take turns cooking. We do our washing and hang clothes outside so we don't have to use the dryer if we can.

- I like setting the table, doing laundry, cooking. I like playing games at the house and taking walks and helping people.
- Having a roof over our heads, being able to go places without being stuck in the home, some of the girls, especially Mary and Susan, and my roommate. My boy friend. Hope to be out on my own--not by myself either (with boy friend).
- We got a brand new home now. I liked to make the beds, and clean off the furniture and I like to go to my own church. I got my own preacher. I like to see my brother. (R)
- It was very nice - I had a bad seizure and hit my head - all bloody. That's what got me back to the institution. There was a mall across the street - got to go whenever I wanted. Everything was good. (R)
- I can do what I want; I can paint pictures, sew, do own cooking, go to bed early. Go outside when want to, not be locked in. Had enough of that.
- Cook myself; clean up apartment. Go by myself without others tagging along. Stay up late. Keeps me out of trouble.
- The house was nice. I liked learning the house. I liked feeding the dogs. I liked going to the grocery stores, doing chores. (R)
- After I go out places, then come home by myself - no lock up door. Listen to record player when I want to. Learn how to cook myself and no bother anyone.
- Well, I can have company as long - they don't have to leave at a certain time. I like to watch the "FBI" and "Creative Feature" and that's on late at night and I can go out with a girl friend or boy friend and come home when I want. I can come home when I want.
- Not a thing. The day I got out of there, foster mother said she never wanted to see me. I said I never wanted to see her. (R)

WHAT DO YOU NOT LIKE ABOUT LIVING (HERE/THERE)?

- When things are taken away, like money; when we get new house parents, boys at night down in the park, when we can't have dogs, cats, birds--we aren't allowed turtles too. I like them.
- Hate being restricted when there's no purpose to it. Being restricted from boy friend, especially by phone or seeing him. When on phone having someone bugging you and bothering you. Having people think you can't make your own decisions. I don't like Ed too well. People sticking their noses in someone else's business. We also can't wear halter tops.
- It's too small of a town. I prefer living in bigger town. Small town people watch you too close and big towns don't. Have more stores in big town. Small town don't. No.

- The husband was mean. Wanted to throw a chair when I wouldn't go to bed. Didn't take us to church, didn't go anywhere, but shopping. I always had work - work for other resident and myself. Foster mother complained that I wouldn't confide in her. I like to stay to myself. She liked Jane more than me 'cause Jane talked to her. Never fed us lunch, just breakfast and dinner. Couldn't sit in living room or touch dog. The parents would never eat with us. Supposed to be members of family but didn't treat us like one--leftovers. Couldn't sleep late, had to get up even on Saturday. Sunday didn't do anything all day. Jane went to summer camp; I didn't. Husband wanted her to take care of Jane. I have seizures so I can't do that. I liked the lady but not husband. Had to be quiet so not to wake him. (R)
- The seizure was the only bad thing that got me out of there. Much rather go to nursing home because if go to a family, someone else from the institution would come, start trouble, and I'd be right back at the institution. I'm safer here. (R)
- As long as I'm on my own, I'd like to get an apartment on my own. I want to see more of the scenery outside. I don't feel like I'm shut in, but closed in, I feel like. Want to feel more independent - too many rules here.
- The foster mother beat me up when I fed the dogs too much. I couldn't go anywhere. I had to stay in the house. Not allowed to open doors. (R)
- They treated me mean. The foster mother yelled at me for no reason. She said I had nasty habits. Not enough freedom. (R)
- There's nothing - I love it. Only thing I don't like is not having a dog up here instead of a cat. I can't have a dog here and dogs are more pleasant. No, just I'd rather have a dog. You can talk to a dog and play with them.
- Rent is too high.
- The rules need to be changed. Not being able to go alone with boyfriends on dates.
- Kids get on my nerves, and you go somewhere with the kids and they bother you. I just like to be alone.
- It's okay. I'd like to have my own TV.
- I hate living with other people. I lived in a hostel and I like to run and do what I want. Now it's just my kitten and me and if I want to go to the neighbors I just go - but when I get married I'll live with Ed. When I lived in the hostel I'd go to church every night just to get out of the house.
- There was one person I didn't like. He was always bothering the girls: coming to their rooms at night and asking them if they would do something dirty. And he would come to my room and ask me to do something dirty. I always told him no. And then he went and told his wife that I wanted to make babies with him. So she went and called up the school here. (R)

WHERE WOULD YOU RATHER LIVE?

- I would like to live in an apartment with another girl.
- An apartment house someday with a boy.
- Might later on have my own house - right in the middle of town. That way you don't have to walk your legs off. Boy, they make a lot of new houses out here.
- An apartment closer to work.
- At hostel--big step--be on my own. Go more places, do things. That's a big step coming up. Have tennis courts, basketball, swimming pool. Cook for self.
- Spanish Fork. My mother lives there. With my mother.
- I'd rather live on my own--or in hostel--like apartment houses with counselors, swimming, trips, activities with counselors, buy their own food. Two in a room.
- In an apartment with somebody else where I can work and take care of myself. Can't do it now, but soon I hope to.

WOULD YOU RATHER LIVE (HERE/WHERE YOU ARE NOW) OR AT THE INSTITUTION?

- I'd rather live at the institution. Anybody give me that choice, I'll take it. Guess I got a release so I can't go back. They told me if I break 16 rules I can go back, so I broke 16 rules and I still can't go back. They should have turned me loose when I was 23 years old instead of at 35 years old. Now you get so used to a place you want to go back to the place.
- I don't like the institution - too much rules. You know what rules are? You can't do what you want. They check your pockets - they look for money. I'm glad I'm not down there anymore.

6.0 RESIDENTIAL CHARACTERISTICS

In this section, characteristics of the community settings are discussed. Five types of community residences were defined for this study: natural/adoptive, foster, group, semi-independent, and independent living settings. Data was collected on the physical location, appearance, size, staff, and policies of these settings.

The family respondents were the main source for this information. Interviewers also rated the residences along several dimensions. The response rate for returnees was low since the majority of returnee interviews were conducted at the institution with personnel who frequently had little or no knowledge of the client's former community setting. Therefore. returnee information is not included in this section.

6.1 Residential Settings of the Study Group

Nearly half (49%) of the 382 non-returnees were living in group homes at the time of the interviews while a little more than a third (36%) of the 58 returnees were living in group homes prior to readmission (see Tables 6.0-1 and 6.0-2). Foster homes were the most common residential setting of the returnees prior to readmission (43%). Natural/adoptive homes and foster homes each contained approximately 14% of the non-returnees. While about 12% of the non-returnees were living independently at the time of the interview, only 4% of the returnees were living independently prior to readmission.

6.2 Physical Description of Residences for Non-Returnees

The most common type of residence for non-returnees (60%) was a single-family dwelling (see Table 6.0-3). Nine non-returnees were living in either a boarding home or trailer. About 8% were living in a complex for five or more families. Natural/adoptive, foster and group homes all tended to be predominantly single-family dwellings while semi-independent settings were predominantly two-four family dwellings. About half of the independent living settings were located in complexes serving two or more families.

About two-thirds of the residences were located on residential streets (see Table 6.0-4). Ten percent of the non-returnees lived in a rural area of which about half were either in natural/adoptive or foster homes. very few of the non-returnees lived in either industrial or business districts. About 14% of the group homes for non-returnees were located on mixed streets, i.e., streets predominantly residential yet with some small businesses.

About two-thirds of the non-returnees lived less than one-half mile from a shopping district (see Table 6.0-5). While more than three-quarters of the group, home, semi-independent and independent living settings were located less than one-half mile from shopping districts, almost two-thirds (60%) of the natural/adoptive homes were located more than one-half mile from a shopping districts. Group homes, semi-independent and independent settings tended to be closer to public transportation than were either natural/adoptive or foster homes. These settings were more likely to be in areas where no public transportation was available than was found for other settings (see Table 6.0-6).

Over a third of the respondents said transportation was available at least once every half hour, about a third said about once every hour (see Table 6.0-7). Over half of the semi-independent settings were serviced at least once every half-hour while only a third of the natural/adoptive and foster homes were serviced this frequently.

6.3 Interior Condition of the Non-returnee Settings

Interviewers rated the non-returnee settings along several dimensions: cleanliness, homeliness, and overall condition. More than half (53%) of the homes were rated in excellent condition while over a quarter (29%) were rated in moderate condition (see Table 6.0-8). Natural/adoptive and foster homes received a higher proportion of excellent ratings than group, semi-independent or independent living settings. Almost a quarter (22%) of the independent living settings were rated in poor condition, with paint peeling off and in need of major repairs.

The interviewers perceived the vast majority of homes, regardless of type, as homey, indicating that there were comfortable furnishings and a homelike rhythm to the daily activities (see Table 6.0-9). Only one group home was rated as very institutional in atmosphere.

About two-thirds of the homes were very clean (see Table 6.0-10), while 3% were rated extremely dirty. Group homes received a higher proportion of very clean ratings than all other types of settings. Independent living homes were in general less clean than other settings (14% were rated as extremely dirty).

6.4 Size of the Non-Returnee Settings

Table 6.0-11 indicates that there were an average of nine persons living in the homes of non-returnees. As expected, group homes had the highest average (12 persons) while natural/adoptive homes had an average of 5 other persons living in the residence.

6.5 Policies of the Settings

Respondents were asked about the length of time the residence had been in existence as a home for mentally retarded persons, the existence of rules specifying minimum and maximum lengths of stay for the clients, and about the types of activities allowed in the settings. Some of these questions were inappropriate for natural/adoptive homes and were omitted.

6.5.1 Historical Information

Across all types of setting excluding natural/adoptive homes, the average length of time the home had been serving mentally retarded persons was three years. As Table 6.0-12 indicates, there was no marked variation in this average for the various settings. The average number of mentally retarded clients in the homes was 14, with foster homes having a lower average number than group homes or semi-independent settings. Semi-independent settings had the highest average with 21.

6.5.2 Length of Stay Rules

Table 6.0-13 shows no foster homes and only a few group homes had minimum or maximum stay rules. About one-fifth of the semi-independent settings had minimum stay rules. For those settings having such rules, the average length of stay was about 3 months for group homes and 8 months for semi-independent settings.

Maximum stay rules were also not common. Only 6% of the group homes and only 1% of the semi-independent settings had such rules. Group homes had an average of 11 months as the expected maximum stay while for semi-independent settings, the average was 5 months.

6.5.3 Allowable Activities

Table 6.0-14 shows that over three-quarters of the non-returnees were allowed to have guests over for dinner, wear hair and clothing of their own choice of style, decide what clothes to purchase, and decide how to spend their own money. Group homes and semi-independent settings allowed greater percentages of non-returnees to engage in more activities than was found for natural/adoptive or foster homes. For example, whereas less than two-thirds of the clients living in natural/adoptive homes were allowed to decide how to spend their own money, about three-quarters of those living in group or semi-independent settings were allowed such decisions. Clients living in natural/adoptive or foster homes were much less likely (less than 20%) to come and leave their homes at will whereas nearly two-thirds of the clients living in semi-independent settings were allowed this activity. Residents in group or semi-independent settings were more likely to be able to drink alcoholic beverages, to decide when to make appointments, and to go on dates outside the home than were residents in natural/adoptive or foster homes.

Table 6.0-15 shows activities which were reportedly most frequently participated in: going to sleep at an hour decided upon; wearing a hair style and clothing of the client's own choice; and deciding how to spend one's money. The least frequently participated in activities were having guests over for dinner and going out on dates (about one-third of the study group reportedly never did so).

6.6 Staffing Patterns

A series of questions were asked on the average amount of time spent in the residences by volunteers and on the number and types of staff employed in the settings. In addition, information was collected on the education and previous experience of the staff. Respondents were also asked about their likes and dislikes in working with mentally retarded persons.

6.6.1 Number and Type of Staff

Table 6.0-16) shows an average of three staff in group homes and two in semi-independent settings. Over three-quarters of the staff in group homes were house-managers and/or relief staff. In semi-independent settings, the percent of housemanagers was lower (60%) while the percent of social workers and counselors was higher (30% in semi-independent settings compared to 17% in group homes).

Table 6.0-17 shows that virtually all natural/adoptive and foster homes a woman was in the house, though in about 20% of the settings no man was present.

Table 6.0-18 indicates that 11 semi-independent settings had volunteers working in the residence an average of 15 hours a week. Table 6.0-19 indicates almost 90% of the group home managers were married while approximately half of the housemanagers were married in semi-independent settings. It should be pointed out however, that not all group homes or semi-independent settings have couples who serve as housemanagers.

6.6.2 Staff Education and Previous Experience with Mentally Retarded Persons

As Table 6.0-20 shows, the overall average number of years of school for the staff working in the settings was 13 with an average of 7 years previous experience with mentally retarded persons. Staff in group homes and semi-independent living settings had an average of 15 years of school while natural/adoptive and foster home respondents were most commonly high school graduates (see Table 6.0-21). Natural/adoptive and foster homes had much higher averages for years of previous experience than did group or semi-independent setting staff. This was not unexpected in that as families of mentally retarded persons involvement spanned the client's lifetime.

6.6.3 Aspects of Working with Mentally Retarded Persons

The aspects most enjoyed by respondents were working with and helping mentally retarded persons, the educational experience the work affords, working with the community and volunteers, and working with other professionals in the field of mental retardation (see Table 6.0-22). About two-thirds of the respondents liked the working with the client's natural family. About a quarter of the respondents said they disliked the budgeting and financial work required while over a quarter of the disliked working within the state system.

6.6.4 Average Rent and Board Costs

The rent and board costs of the non-returnee living in group, semi-independent and independent settings are shown in Table 6.0-23. The average monthly costs for room and board in group homes was about $162 per month while in semi-independent settings, the average costs were $156 per month. Independently living clients had an average of $98 per month for rent and board.

6.7 Support Services for Housemanagers and Parents

6.7.1 Use and Need of Support Services

Table 6.0-24 describes the overall utilization of support services which may be available in the community. As shown, the most frequently utilized support service was consultation for handling specific problems. About half said they had received some form of on-going counseling and some respite or relief from their responsibilities. About a third reported involvement with professional or parent associations and about a quarter had received support and/or training prior to the study group member's coming to the home.

The service reportedly most needed but not received was support and/or training prior to the client's coming to the home (needed but not received by almost a quarter of the respondents). In addition, about 15% indicated they needed parent or professional associations.

Natural/adoptive home respondents utilized fewer support services than any other type of setting (see Table 6.0-25). Whereas only about a third of these respondents received consultation for handling specific problems, over half the foster home and almost all the group home and semi-independent respondents indicated they had received this service. In addition, natural/adoptive home respondents were involved less often with parent or professional groups than were respondents from foster homes (41%), group homes (48%), or semi-independent settings (45%).

Natural/adoptive home respondents more frequently said they needed but did not receive services. For example, nearly a quarter said they needed but did not receive respite services while only 2% of the foster home respondents, 8% of the group home respondents, and 5% of the semi-independent setting respondents reported needing but not receiving services.

6.7.2 Frequency of Service Utilization

Table 6.0-26 shows the frequency of service utilization for the entire group of non-returnee respondents. Consultation for handling specific problems was the most frequently received support service for the respondents and this service was most commonly received on a monthly basis. Respite or relief from responsibilities and training prior to the client's coming to the home were the only support services most commonly received on a weekly basis. Involvement with parent or professional organizations was most commonly on a monthly basis.

6.7.3 Providers of Support Services

As Table 6.0-27 indicates, community agencies were the major provider of support services except for respite or relief from responsibilities. Residences tended to provide this service for the housemanagers or parents. Roughly 20% of the providers listed for all services except parent or professional associations were the institutions. The day activity programs in which the study group member participated provided few of the support services to the respondents.

6.8 Summary

Group homes were the most common residential setting of non-returnees, whereas foster homes were the most common setting for returnees. The most common type of residence was a single-family dwelling located on a residential street. Group homes, semi-independent and independent settings tended to be closer to a shopping district and public transportation than were either natural/adoptive or foster homes. Most homes were rated in excellent condition and very clean. Independent living settings tended to get lower ratings on these dimensions than the other types of settings.

There was an average of 9 persons living in the homes, with higher averages in group homes than for other settings. Across all types of settings excluding natural/adoptive homes, the average length of time the home had been serving mentally retarded persons was three years. Very few homes had minimum or maximum stay rules. Group homes and semi-independent settings allowed greater percentages of non-returnees to engage in more activities than was found for natural/adoptive or foster homes--for example, in allowing clients to decide how to spend their own money, coming to and leaving their homes at will, drinking alcoholic beverages, and dating.

There were an average of three staff in group homes, and two in semi-independent settings; the majority of these staff served as house managers. Staff in group homes and semi-independent living settings had an average of 15 years of school, while natural/adoptive and foster home respondents were most commonly high school graduates.

The most frequently utilized support service by house managers and parents was consultation for handling specific problems. Community agencies were the major providers of support services, except for respite or relief from responsibilities (usually provided by the community residencies themselves). The service reportedly most needed but not received was support and/or training prior to the client's coming to the home. Natural/adoptive homes utilized fewer support services than any other type of setting, and more frequently said they needed but did not receive services.

7.0 DAY ACTIVITY EXPERIENCES

7.1 Introduction

The day activities--work, school, other day placements--in which clients were participating at the time of and prior to the interview are reported in this section. For those clients currently working, the characteristics of the work placement are described: type of job (sheltered/competitive), types of tasks performed, hours per work week, hourly or weekly salary earned, and average number of months on the job. Similarly, for current school and other day placements, basic descriptive data are reported: type of school or placement, hours per week enrolled, and average number of months involved in the current placement. If clients were not currently involved in a day placement, respondents were asked for the reasons why the clients had no placement. For each day placement prior to the current placement, information was gathered on the type, the average length of time spent in the placement, and the reasons for leaving.

Information was also collected on the families' projections of the clients' day placement a year from the time of the interview. That is, families reported on the type of work or school program in which they thought the client would be involved one year later (e.g., same school as now, competitive employment, sheltered workshop, school, etc.).

The clients' satisfaction with current day activity placements is also reported--whether they like their current placement, what they like or dislike about it, whether they would rather be doing something else during the day, and if so, what they would rather be doing. As described in Section 6.0, client satisfaction data, although extremely interesting, remains difficult to interpret.

7.2 Current Day Activities of Study Group Clients

Information was collected for the various types of placements in which the clients were participating as shown in Table 7.0-1. It should be noted that in discussing returnees, the day placement of the client immediately prior to readmission in considered to be their "current" placement.

About half of both non-returnees and returnees had a job, either in a competitive situation or a sheltered workshop. About 40% of the non-returnees and only 24% of the returnees were in day or night school. While only 9% of the non-returnees had no day placement, nearly a quarter of the returnees were not involved in a day placement immediately prior to their return to the institution.

7.2.1 Work Placements

Three-quarters of the non-returnees and over 80% of the returnees who had a work placement were in a sheltered job, that is, a sheltered workshop, rehabilitation center, or job training center (see Table 7.0-2). Non-returnees spent an average of 31 hours a week at their jobs, while returnees had a slightly lower average, 27 hours per week.

For those clients who were paid at their work placement, non-returnees averaged about $20.00 per week compared to an average of $10.00 per week for returnees. The average length of time which non-returnees have spent at their current work placement is 18 months compared to an average of one year for returnees. Thus, in general, about the same proportion of returnees and non-returnees had a job, but returnees were slightly more likely to be in a sheltered job, working fewer hours for less pay, and to have been in that job for less time than non-returnees.

7.2.2 School Placements

About 40% of the non-returnees and a quarter of the returnees were involved in a school placement. Table 7.0-3 shows the number of study group clients attending either day or night school programs. Public school programs were the most common type of school for both non-returnees and returnees. Very few, however, were placed in regular classes in regular school programs. Almost half of the non-returnees were attending classes in specialized schools, while about a quarter were in special classes in regular schools (see Table 7.0-4).

Table 7.0-5 indicates that about half of the day school programs were in operation for the entire year, while half were in operation for the traditional academic year. Non-returnees spent an average of 22 hours a week in day school and 4 hours a week in night school (see Table 7.0-6). Returnees spent 18 hours a week in day and 5 hours a week in night school. The average length of time for non-returnees in their current school placement is 18 months, while for non-returnees, it was about 8 months (see Table 7.0-7

7.2.3 Day Activity Programs

About a quarter of both non-returnees and returnees were currently involved in a day activity center or program. Interviewers asked the respondents for a brief description of the types of activities in which the study group participated at these centers. The most prevalent type of activity for both non-returnees and returnees at the centers was domestic or practical work (see Table 7.0-8). Pre-vocational activities and social/recreational activities were also frequently-mentioned types of activities. The average number of hours per week spent in these programs for both groups is 27 hours per week (see Table 7.0-9), and on the average they have been involved in them for 18 months.

7.2.4 No Day Program

About 9% of the non-returnees were not involved in any day placement at the time of the interview, compared with nearly a quarter of the returnees who had no such involvement immediately prior to readmission to the institution. Table 7.0-10 shows the frequency and type of reasons given by family respondents for clients' not being in a day placement. The most often cited reason was that the client was excluded from a program because he or she could not keep up with its demands.

Interviewers asked if those clients not currently in a day activity had been in another program since their release. Of the 32 non-returnees not currently in a day activity program, 22 had previously been in some day activity program. Of the 13 returnees, 5 had previously been in some day activity program. That is, only 10 non-returnees (less than 3%), but 8 (over 15%) returnees, had never been in a day placement in the community.

7.3 Expected Future Day Activity Placements of Study Group

In an effort to determine family expectations for the study group, interviewers asked non-returnee respondents in what type of day activity program they thought the client would be one year from the time of the interview. Over two-thirds (64% or 244 respondents) said that the client would probably be in the same day activity program as currently. In Table 7.0-11, which shows the expected day placements one year from the time of the interviews for the entire study group, those returnees (n = 17) are not included. Thus, in the returnee column, the placements describe the future settings only for those returnees who are expected to be in a different day program than currently. However, for non-returnees, the table describes the projected future placements both for those who are expected to be in the same placement as currently and for those who are expected to change placements. For non-returnees, the expected future placements are fairly evenly distributed among sheltered workshops (37%), school (35%), competitive employment (28%), and day activity centers (27%). Eight of the non-returnees were still expected to have no day placements one year from the time of the interview.

7.4 Day Activity History

Many of the study group had been in other programs prior to the time of the interview. Of the non-returnees, 37% had been in at least one other day program, while of the returnees, only 21% had been in more than one day placement prior to readmission to the institution.* The average length of time which non-returnees spent in previous placements was 5.5 months, while for returnees, the average time spent was 4 months.

Interviewers asked the family respondents why they felt the clients had left previous day activity placements. Table 7.0-12 shows the reasons given for leaving and the number of times those reasons were mentioned. For non-returnees, the most frequently mentioned reason was that the client completed the age, skill, or time limits of the program. On the other hand, family respondents for returnees most frequently said that the client did not want to continue (21% of the responses given) and that others responsible for the client did not want him or her to continue (18% of the responses given).

7.5 Study Group Satisfaction with Day Activity Placements

Questions about the study group's satisfaction with their day activity placement experiences were difficult to administer and often proved hard for the respondents to answer. However, many responses were elicited and the results are reported in this section. The section is divided into the different types of day placements considered in this study: work placement, school placement, day activity center placement. For each type of placement, a series of response categories are listed which report the general areas of likes and dislikes mentioned by the study group.

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* (These numbers include the 22 non-returnees and 5 returnees who, although not currently in a day placement, had been in one previously.)

7.5.1 Satisfaction with Work Activities

Interviewers asked non-returnees and returnees who were placed in work situations whether they liked what they were doing. Of the 312 non-returnees who responded, 65% (203 clients) liked their job, and 35% did not. Slightly over half of the returnees (54% or 21 clients) said they had liked what they were doing, and almost half (46%) had not liked what they were doing.

Table 7.0-13 shows the number of times different reasons were mentioned for enjoying a work placement for both non-returnees and returnees. The most frequently mentioned reason was that the job was interesting and easy. Many residents mentioned that the other workers were friendly, and that it was fun to earn money. Table 7.0-14 shows the number of responses to what the study group did not like about working. Over half of the non-returnees said there was really nothing about working that they did not like. For those persons who had specific dislikes about working, the most often cited reasons were that the job was too difficult or too boring and that getting up early for work was a problem. Returnees frequently mentioned that the workers were not friendly and that the job was not interesting or was too difficult for them.

7.5.2 Satisfaction with School Activities

About 90% of the non-returnees and returnees said they liked the school program in which they were involved. The most frequently mentioned reasons were the games and recreation provided, and good food (see Table 7.0-15). Interviewers also asked what clients did not like about their school programs. The most common response was that the classmates were not friendly or that the school was boring, difficult, or uninteresting (see Table 7.0-16).

7.5.3 Satisfaction with Day Activity Center Activities

For those study group members involved in day activity centers, nearly 90% of both non-returnees and returnees responded positively when asked if they liked going to the day activity center. The reasons the clients liked their day activity placements are given in Table 7.0-17.

Over half of the non-returnees mentioned that the activities are fun and interesting. Nearly a quarter reported that there was nothing that they didn't like about the center. Table 7.0-18 reports the reasons given for why clients did not like their day activity center placements. The most frequently stated response was that there was nothing they really disliked about the program (74% of the non-returnees). For non-returnees, frequent responses were that the participants and staff were not friendly.

7.5.4 What Non-Returnees Would Rather Do

Interviewers asked non-returnees if there was something else they would rather do during the day. This question was not asked of returnees. About half of the non-returnees said that there was something else they would prefer to do, while half said they were satisfied with their current placement. Table 7.0-19 shows the types of day activities mentioned by those residents who had a preference. The most frequently mentioned day activity in which non-returnees would like to be placed was competitive employment (57% of the responses). The next most frequent response was a similar placement but in a new setting. About 10% said they would rather have no day placement.

7.6 Summary

About half the study group clients had a job placement, with three-quarters or more of them in sheltered workshop, rehabilitation centers, or job training centers. About 40% of the non-returnees and a quarter of the returnees were involved in a school placement, most frequently a class in a specialized school. About a quarter of all study group clients were involved in a day activity center or program. Less than 10% of the non-returnees had no day placement, while nearly a quarter of the returnees were not involved in a day placement immediately prior to their return to the institution. The reason most frequently cited by non-returnees and returnees without day placements was that there were not any appropriate programs available in their communities. While most clients were satisfied with their day placement, more study group clients in school or day activity centers were satisfied than were those in jobs. About half of the clients said there was something else they would prefer to do other than their current day placement. The most frequently preferred placement was competitive employment.

Figure 7-1. Work Experiences

WHAT DO YOU LIKE ABOUT YOUR WORK?

- It's hard and makes you tired once in a while. Like to iron the big machine. Like to run the dryers, like sorting even if it is hard, taking towels to rehab unit. John is there and I like that.
- Tips. How much I'm making and I like the people there. Like doing rooms.
- The people were nice. I liked my boss; I miss it. The job was fun. I liked the coffee breaks. Met new people and talked to them. I liked taking tests. (R)
- Work at my school. It's okay. I like the money--get to buy clothes. The work is more important though than the money is. I like the work.
- Like people I work with, like my boss, they're very kind, good people. I like the kinds of things I do. They've given me clothes and dresses and things. I really enjoy it.
- Like doing dishes, cleaning dish room to cleaning cafe. Mopping and sweeping floors, and also washing and drying towels.
- Like being there on time, packing boxes everyday, making money. Nothing else.
- Nothing really to like about it except there are some nice girls there.

WHAT DO YOU NOT LIKE ABOUT YOUR WORK?

- If you do wrong--they scold you and holler at you. When we take trips, I can't go with my own friends. They make me go with someone else. They make you play during recreation time when you don't want to play. Some kids are jealous of me because I have friends.
- Not enough pay. $5.00 for the week. You can't buy soap, patterns, shampoo. I want to make more money. Sitting too much, I like moving around. Like in a restaurant. Funny hours--8:30 - 4:00 with many breaks. I don't like the hours. In the winter my money went down. I got a lot of money--unemployment. I'm not working--only do day work a few days in a beauty parlor.
- There isn't anything I don't like except sometimes I don't have anything to do and have to wait.
- That it's hard--hard being a maid.
- The part I don't like is when they move me around. I like being in one place.
- No. I don't like fighting. (They don't fight at work though.) The boss checks us to see if work is done. If I have trouble, I can go to office and the boss straightens it out.
- Food that stuck to the plates.

WHAT KIND OF WORK DO YOU DO ON YOUR JOB?

- Maintenance, how to make things look all clean, to keep inside of apartment or house clean. At night, go down to people's offices and clean up. Empty ashtrays, see chairs, floors and rugs are clean.
- Wash dishes and scrub floors.
- Make flour, pig feed, and chicken feed, dairy feed; sack the barley feed; deliver feed and haul hay.
- Dishwashing.
- Pick up garbage.
- Clean and all that--on the floor cleaning, part time in kitchen - dishwashing, help serve.
- Sort laundry. Help wash laundry. Sweep up laundry.
- I'm a busboy. I pick up dishes off the table. Sometimes I help the lady on the dishwasher - empty trash can - sometimes I sweep the sidewalks.
- Take cans out first, then take trash out and put clean trash bags in; then sweep floor and mop the floor. Then I'm done.

Figure 7-2. School Experiences

WHAT DO YOU LIKE ABOUT SCHOOL?

- Math, English, arithmetic. I like all the things I do there. Like to dance, play basketball and softball and jump on trampoline once in a while.
- Learn new things, new skills. Love to read. Like some math. Our teacher. Breaks.
- Teacher writing numbers and such, have films and stuff. Got friends to talk to. The teacher there - trying to help you with your numbers and stuff. Sometimes I have treats and stuff. Cookies and stuff. Do fine.
- Learn something. Read. Be good. Had a show there about Washington, D.C. Count numbers - work on maps. Learn how to put address on it.
- Gym, basketball games I'm in, hiking, taking bus, going with Carol, writing, football, sports. That's all.
- I'll be graduating soon. Like taking up sewing. Know how to pin material. I got friends there. Lot of kids. I like to learn.
- Teacher, my work, I was going to two schools. They were teaching me to go to R. High. I had special classes, I had shop and gym, I liked the principal and I had a girlfriend. I'd meet different kinds at the school. School wasn't too far from my home.

WHAT DO YOU NOT LIKE ABOUT SCHOOL?

- I like it all. I like education; it helps you get out of the house.
- Have kid in class who jabbers too much; I can't stand him. Another kid does nothing but sleep. Nothing else.

Figure 7-3. Day Activity Center Experiences

WHAT DO YOU LIKE ABOUT IT?

- Everyday. Play games, go outside, clap your hands, people, play games, count money, it's okay. I like coffee, too.
- I make money, I get a check every 2 weeks. I'm making pillow cases, embroidering, quilt, pictures, baskets, waste baskets; I like to make things.

Figure 7-4. Day Activity Preferences

WHAT WOULD YOU RATHER DO DURING THE DAY?

- I would like to carry on a regular job, but I guess there aren't any available, so I'll have to stick with this. Nothing else.
- I'd like a babysitting job. I like kids.
- Take care of little kids.
- Knit, work, play cards.
- Someday, work in a restaurant--make sodas--wear a uniform.
- I'd like to work in laundromat. I like to fold clothes. Steady job--make more money.
- I wish I could be a singer like Gladys Knight and the Pips.
- I'd rather have a job and make some money.

8.0 SERVICES AND TRAINING

8.1 Introduction

The information in this section stems mainly from two major sets of questions which were asked of family respondents and of independently living clients: (1) types of services used in the community by clients; (2) types of training received by clients in the community. The first set of questions on services presented respondents with a list of 12 major service areas (e.g., medical, job counseling, speech therapy, etc.) and they were asked to indicate the types of services which the study group member had used since living in the community. They were also asked who provided the used service (e.g., institution, residence, work or day placement, community agency) and how often the client used it.* If the client did not use a particular service, the respondent was asked whether or not they thought the client needed the service.

Respondents were also asked a series of questions about a list of 24 training areas (e.g., academic, vocational, money management, etc.) which paralled the questions asked about services. In addition, if clients did not get training in a particular area and the respondents felt that they did not need that training, respondents were asked why they thought the clients did not need the training--whether it was because they already had the skill or because they were not yet ready for the training.

It should be kept in mind that the information presented here is based on respondents' perceptions of clients' utilization of and need for services and training. Respondents' perceptions cannot be equated with data on actual utilization rates or needs of clients. This study did not directly evaluate the service or training needs of clients, but rather asked respondents for their perceptions of clients' needs, availability of services and training, provider sources, and frequency of use.

In addition to the questions on services and training, families and independently living clients were asked a series of questions about the type of follow-up provided by institutional staff to clients living in the community and about the presence of case managers in the community responsible for ensuring adequate services for clients.

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*Respondents were also asked if the service was "adequate." However, there was virtually no variation in responses to this item and interviewers felt that it was extremely difficult to answer objectively. Therefore it has been eliminated.

8.2 Services

8.2.1 Types of Services Used and Needed

The most frequently used services by both non-returnees and returnees were medical, recreational and social, dental, and psychological counseling services (see Table 8.0-1). Non-returnees were more likely to use medical, recreational and social, and dental services than were returnees, and in general their use of services was greater. One exception was social/psychological counseling, which nearly two-thirds of the returnees used, while only slightly more than half (56%) of non-returnees received such services.

In general, few of the non-returnees (16% or less) were perceived to need but not receive services. Those most frequently needed but not received were speech therapy, occupational therapy, and camp. For the majority of services, returnees were more likely to be perceived as needing but not receiving them. For example, nearly one-fourth needed social and recreational services but did not receive them. About 20% needed medical services, another 17% needed social/psychological counseling, but did not receive these services.

The services which were least frequently used and most often reported as not needed (by more than 75% of the non-returnees) were legal, physical therapy, and housing services.

8.2.2 Frequency of Service Use

Table 8.0-2 shows the frequency of service utilization for the entire study group. The most commonly used services (medical and dental) were most often received on a yearly basis. Social and psychological counseling, which were used by more than half of both the non-returnees and returnees, were most commonly used on a monthly basis. Recreational and social programs were most often used on a weekly basis. Nearly a quarter of the non-returnees also received job counseling, occupational therapy, and speech therapy on a weekly basis.

8.2.3 Providers of Services for Those Who Used Services

Respondents were asked to name the provider of each service utilized (institution, residence, day/work program, community agency, or individual practitioner). Frequently, more than one provider was cited by respondents for a given service (see Table 8.0-3).

A major difference between non-returnee and returnee service users was that non-returnees tended to use community agencies, while returnees were more likely to use institutions for services.* For at least half of the non-returnee and returnee service users, community agencies provided the following services: psychological services, speech therapy, physical therapy, and housing assistance. Non-returnees also received recreational and social programs, and went to camps run by community agencies. For at least a third of returnee users, institutions provided medical, dental, social/psychological, camp, and housing assistance whereas there were no services that institutions provided which were utilized by at least a third of the non-returnees.

The only areas in which the community residences provided the service to more than 50% of the study group (both non-returnees and returnees) were for social and psychological services and housing assistance. Day and work programs provided services to at least half of non-returnee and returnee users in the areas of job counseling and occupational therapy.

Not surprisingly, individual providers of services utilized most frequently were for medical care, dental care, and legal assistance. However, while 40% of non-returnee medical care users utilized private individual providers of medical services, only 29% of returnee medical care users did so. All non-returnee dental care users received this service from private individual practitioners, while only 16% of the returnees received dental services from such sources. Returnees used institutional providers of medical and dental services, rather than private providers, while they were living in the community.

8.3 Training

As with services, the use of training by study group members is examined along a number of dimensions. First, overall use of training for various skill areas is reported along with training needs which were not met. Secondly, the overall frequency of use of training is reported. Third, the providers of training for those who received training are reported.

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* It should be noted that the questionnaire specified that the providers used while the returnee was in the community were to be identified. It is possible, however, that respondents misunderstood this, and might therefore have over-reported use of the institution for services (and training).

8.3.1 Training Used and Needed

Respondents were asked if clients received the types of training listed in Table 8.0-4. The mean number of training areas used by non-returnees and returnees was 12 and 9, respectively. The four most frequently used types of training by non-returnees and returnees were in the areas of recreation, interpersonal relationships, behavior management, and meal preparation. Surprisingly, there was little difference in the utilization of behavior management training (received by 70% of the non-returnees and 74% of the returnees). There were, however, noticeable differences in utilization between non-returnees and returnees in the other three most frequently used training areas. For example, while 80% of the non-returnees received recreational training, only 60% of the returnees received such training. Nearly three-quarters of the non-returnees received training in meal preparation, while slightly more than half (55%) of the returnees received this type of training.

The four least frequently used training areas by both non-returnees and returnees were toileting, sensory (e.g., hearing and vision), public (e.g., using social and community agencies), and dressing (23% or less utilization rates for non-returnees). Utilization of motor training by returnees was also low (14%).

If clients did not use particular types of training, respondents were asked if they thought clients needed training in these areas (see Table 8.0-4). If respondents felt that clients did not need the service, they were asked whether they thought this was because the clients already had the skills, or whether they were not yet ready for training in these areas. Across all the types of training discussed, less than 10% of the non-returnees were perceived to need training which they were not receiving. Returnees, however, were perceived to need considerably more types of training which they had not received. Training areas most frequently cited by respondents as needed yet not received for non-returnees were language skills, reading and writing, money management, and dealing with emergencies. However, in each of these training areas, less than 10% of the non-returnees were perceived as needing the training. For returnees, nearly a quarter were perceived as needing training in dealing with emergencies and vocational skills; 17% needed training in using public agencies and recreational skills; and about 14% needed to learn reading and writing.*

More than half of the study group (both non-returnees and returnees) were perceived by the respondents as not needing the following types of training: toileting, sensory (hearing and vision), dressing, and motor skills. It is likely that these training areas were requirements for community placement. Interestingly, in each of these training areas, a higher percentage of returnees than non-returnees were perceived to not need the training because they already were thought to have had the skill.

There were very few training areas in which training was not needed because clients were not thought to be ready to receive it. Training in using social and community agencies was an exception. About half of both client groups were perceived as not yet ready for this training. Except for this type of training, one-third or less of all study clients were perceived as not ready for the various training areas described.

8.3.2 Frequency of Training in Skill Areas

Table 8.0-5 shows the frequency of training received by the study group since their release from the community. The vast majority of all study group members receiving training did so on a weekly basis. In every skill area except for behavior management, a higher proportion of the non-returnees received the skill training on a weekly basis than did returnees, though these differences were slight.

8.3.3 Providers of Training

Respondents of clients who used training were asked the provider source (institution, residence, day/work program, or community agency). Frequently, more than one source was given for a particular types of training (see Table 8.0-6).

As the table indicates, institutions were not major providers of training for the study group. Returnees tended to use institutions more frequently than non-returnees, though the differences were slight. In addition, community agencies were not frequently cited as providers of training. Differences between non-returnees and returnees who received training from community agencies were mixed. Whereas community agencies were listed as the major providers of recreation and social programs by a third of the non-returnee respondents, only 20% of the returnee respondents listed community agencies as providing their training. However, independence skills were more frequently provided by community agencies for returnees than for non-returnees.

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* It is interesting to note that this pattern is the reverse of that noted with respect to institutional training prior to release. It may well be that institutional respondents (returnees) tend to feel that more training should have been provided in the community, while community respondents (non-returnees) tend to feel the institution should have provided more.

Community residences and day/work programs were the major providers across all areas of training. Residences provided at least 50% of the training received in independence, physical, economic, social, domestic, and recreation skill areas. Day/work programs provided training to nearly half the study group users of training in the following areas: sensory, money management, interpersonal relationships, pre-vocational and vocational, language, reading and writing, pre-academic, and number skills.

8.4 Follow-Up Services

Respondents were asked whether clients received any follow-up by institutional staff, the methods of follow-up used, the frequency of the follow-up in the first six months after release and last six months, and their satisfaction with the follow-up provided.

Over half of the non-returnees (58%) and over three-quarters of the returnees (78%) were followed up by staff from the institution.* Table 8.0-7 describes the types of follow-up used. Home visits were the most frequently used method of follow-up received by the non-returnees and by 60% of the returnees. The least frequently used method of follow-up was contact by letter.

As shown in Table 8.0-8, during the first six months after release, slightly more than half (53%) of the non-returnees and more than three-quarters (79%) of the returnees were followed up. However, during the most recent six months, less than half (49%) of the non-returnees and about two-thirds (66%) of the returnees were followed up. In both the first and last six months of clients' residential placement, institutional follow-up was provided most frequently on a once-a-month basis. Less than a quarter of the non-returnees and almost half of the returnees were followed up monthly in the first six months; and 13% of the non-returnees and 38% of the returnees were followed up monthly in the last six months.

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* This difference may reflect respondent differences rather than real differences in receipt of follow-up services.

All respondents were asked about their satisfaction with the follow-up, whether they received any or not. About half of the respondents were satisfied (see Table 8.0-9). There was little dissatisfaction expressed, although more respondents were dissatisfied with the follow-up provided to returnees than to non-returnees.

8.5 Case Managers

8.5.1 Types of Case Managers

Respondents were asked if clients had a case manager (i.e., someone responsible on an on-going basis for ensuring that clients receive adequate services from appropriate sources). The vast majority (97%) of all non-returnees, but only two-thirds of all returnees, were said to have been assigned case managers.

Table 8.0-10 lists the kinds of persons who acted as case managers in the first and last six months of the clients' placement in the community. A major difference between non-returnees and returnees was that in both the first and last six months, houseparents were the primary case managers for non-returnees, and for returnees, staff members from the institutions were the primary case managers.** Forty-three percent of the non-returnees had houseparents as case managers in both the first and last six months, compared with 22% of returnees in the first six months and 14% in the last six months.

More than a third (38%) of returnees in the first six months and 29% in the last six months had a staff member from the institution as a case manager, compared to an institutional staff member serving as case manager to about 10% of the non-returnees in both the first and last six months. Another major difference between non-returnees and returnees was that noticeably more returnees than non-returnees did not have a case manager. This

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[*] This may have been a result of a misunderstanding of the question, rather than a real difference.

was especially true in the last six months, when about a third (34%) of the returnees had no case manager. No one had a volunteer case manager. Staff from community agencies served as case managers on about one-third of the cases.

8.5.2 Frequency of Case Manager Contact

Table 8.0-11 describes the frequency of contact between case managers and clients. Non-returnees with case managers had more daily contact with them than did returnees who had a case manager. It should be remembered that the houseparents were the most common case managers for non-returnees, and thus daily contact is not unexpected.

More non-returnees than returnees had weekly contact with their case managers in the first six months, while more returnees had contact on a monthly basis. In the first and last six months, over one-third of the returnees had monthly contact (about 36% for each time period). Non-returnees, on the other hand, had more weekly than monthly contact, especially in the last six months. In the last six months, about a quarter of the non-returnees had weekly contact, compared to 16% of the returnees.

8.5.3 Type of People to Whom Study Group Turns for Support

Family respondents were then asked if study group clients turn to a volunteer or person outside of the home for support, guidance, or advice. This could include their case manager if he or she was not in the home. Three-quarters of the non-returnees and virtually all of the returnees (93%) said that they had someone to whom they could turn. Table 8.0-12 describes the relationship of these persons to the study group clients (i.e., friend, social worker, relative, etc.). Relatives were named more than any other type of person. Social workers were the next most frequently cited (by 25% of non-returnees and 28% of returnees), while friends were mentioned by 18% of the non-returnees and 14% of the returnees.

8.6 Summary

The four most frequently used types of services by study group clients were medical services, recreational services and social programs, dental services, and psychological services. Utilization of these services was higher for non-returnees than for returnees in all cases except psychological services, which were used more often by returnees than non-returnees.

There were more returnees than non-returnees who did not receive services yet were perceived to need them.

The four most frequently used types of training by study group clients were in the areas of recreation, interpersonal relationships, behavior management, and meal preparation. Except in the area of behavior management, utilization of training was higher for non-returnees than for returnees, for those four types of training.

Residences and day/work programs were the major providers of training to study group clients. Community agencies and institutions were least frequently cited as providers of training.

More than half of all non-returnees and about three-quarters of returnees were followed up by staff from the institutions. Home visits were the most frequent method of follow-up, provided most often on a monthly basis.

The overwhelming majority (97%) of non-returnees and 66% of returnees were said to have a casemanager or someone responsible on an on-going basis for ensuring that the client received adequate services from appropriate sources. Houseparents were most frequently cited as the casemanagers of non-returnees, staff members from the institutions as those for returnees. More non-returnees than returnees had daily or weekly contact with their casemanagers.

More than three-quarters of all study group clients were said to have someone outside their home to turn to for support, guidance, or advice. Relatives and social workers were most frequently mentioned as the persons serving in this capacity.

9.0 SOCIAL AND CIVIC ACTIVITIES

9.1 Introduction

Social and civic activities reported in this section span 4 areas: 1) leisure time activities; 2) friendships; 3) marriage; and, 4) civic activities. The types of leisure activities reported were based on questions asked of family respondents and independently living clients. In the first of these questions, respondents were given a list of leisure time activities (e.g., watching TV, going to parties, going to club meetings, etc.) and asked to indicate whether the client participated in any of these activities in his/her spare time (i.e., outside of his/her regular school/work program or household chores). If clients participated in any of these activities, respondents were asked for the frequency of their participation. The types of activities listed in this question fall into 2 major categories: 1) those performed individually (e.g., listening to radio, hobbies, etc.) and 2) those performed socially (e.g., parties, clubs, etc.).*

The second major area of questions in this section concerns the study group's friendships. These questions proved somewhat sensitive to ask, particularly in the case of independently living clients who were interviewed directly about these issues. Terms such as "close friend" or "relationship with the opposite sex" were difficult to define specifically; therefore, one's respondent's perception of these terms might have varied greatly from another's.

Finally information was obtained on the client's marital status and civic activities.

9.2 Participation and Frequency of Leisure Time Activities

Respondents were asked about the individual and group activities in which clients participated outside of their day or work program, and about the frequency of the client's participation in these activities. Spare time activities considered to be individual in nature were:

- watching TV, listening to the radio or phonograph;
- going shopping or errands;
- hobbies (e.g., reading, sewing, woodworking);
- going to movies, shows, or concerts;

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* These are the same leisure time activities which were described in Section Institutional Experiences.

- walking, bicycling and other activities.*

Spare time activities considered to be group activities were:

- playing sports (e.g., bowling, swimming, basketball);
- attending sports events
- going to friends' houses to visit;
- going to meetings of clubs or activities;
- going to religious services or programs;
- going on vacations and trips;
- going to parties or homes.

Table 9.0-1 shows the number and percent of the study group who participated in various spare time activities since release to the community. Individually oriented spare time activities had greater participation rates than did group oriented activities. The vast majority (about 98% of both non-returnees and returnees) watched TV, and/or listened to a radio or phonograph on a weekly basis (see Table 9.0-2). Over three-quarters of both groups went shopping on errands on a weekly basis, or went to movies most often on a monthly basis. Only about 40% of the returnees had hobbies compared to about 60% of the non-returnees, with both groups engaging in hobbies most often on a weekly basis.

For both groups, the activity least often participated in was a group activity, going to meetings of clubs or organizations. The next least frequently engaged in spare time activity was going out on dates. About a quarter of the study group reportedly went out on dates, most commonly on a monthly basis. Of the group activities, the most frequently participated in was going on vacations on a yearly basis. About three-quarters of the non-returnees but only about half of the returnees went to friend's houses to visit. Religious services and participation in sports were other activities frequently engaged on a weekly basis.

Without exception, non-returnees were more likely to engage in group oriented activities than were returnees. Excluding club attendance and dating which were the least common, total non-returnee participation in the following 5 activities ranged from 84% to 72% (compared to a returnee range of from 59% to 52%): vacations, parties, playing sports, going to friends' houses, and religious services.

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* Not a pre-listed item but one which was frequently mentioned as an "other" activity.

9.3 Friendships

Respondents were asked if study group members currently had good friends. Over half (55%) of the non-returnees and returnees were said to have good friends.

Table 9.0-3 describes the types of persons who were good friends of study group members. Most frequently they were friends from the community. But while almost 90% of the non-returnees had good friends from the community, less than half of the returnees had such friends when they were living in the community.

Non-returnees and returnees also differed in that only 1% of non-returnees had no friends, compared to 41% of returnees without good friends. Another striking difference between non-returnees and returnees was that 30% of all non-returnees had staff from institutions as current good friends, compared to 14% of returnees who considered such staff good friends.

9.4 Marriage and Civic Activities

Respondents were asked a series of questions about marriage and civic activities of study group members. Nine non-returnees (2%) were, or had been, married. No returnees had ever been married. Three non-returnees and 1 returnee had a drivers license. Thirteen non-returnees and 1 returnee had taken a course in driver education. Forty-five non-returnees (12%) and ten returnees (19%) were registered voters.

9.5 Summary

Study group clients participated in more individually performed leisure time activities than group activities and did so at a higher frequency. The most common leisure time activities were watching TV or listening to radio, and going on errands. Activities that were least participated in were group activities including attending clubs, belonging to organizations and dating. Without exception, group activities were much more frequently participated in by non-returnees than by returnees.

Slightly more than half the study group clients were said to currently have good friends, most of whom were from the community (as opposed to the institution). More returnees than non-returnees were said to have no friends currently.

10.0 PROBLEMS AND OVERALL ADJUSTMENT

10.1 Introduction

Questions were asked of both clients and family respondents about the quality of the relationships that the client has maintained with parents or house staff, siblings or other residents, and work associates or schoolmates. The client's competence in handling romantic relationships was also probed, when applicable. In addition, the client's degree of adjustment to community activities was asked of respondents. The interviewers rated the clients on a series of observational scales about the social isolation of the client, degree of satisfaction or happiness and the client's overall adjustment to community life. Wherever possible, the perceptions of clients are compared to the perceptions of the family respondents.

A series of questions was asked about the number and severity of problems encountered by the client in community life and encountered by families in caring for clients. Clients were asked about the types of worries they had living in the community. Finally, family respondents were asked why they thought the clients had returned.

10.2 Relations with Family, School, and Community

Clients and family respondents rated the degree of adjustment in the following areas--community activities, relationships with parents/ house staff, and relationships with siblings or other residents in the home. A three-point rating scale was used, indicating that the client had ajusted "very well," "all right," or "not very well" (see Table 10.0-1).

Clients perceived themselves to be most competent in handling community activities, with almost all (97% of the non-returnees and 95% of the returnees) indicating that they managed these activities "very well" or in an "all right" manner (see Table 10.0-1). House staff or parents and sibling relationships were the most troublesome for both groups, but especially for returnees. About 22% of the returnees reported that relations with siblings were managed "not very well," and 30% reported that relations with house staff were managed "not very well." While returnees reported difficulties, more than 90% of the non-returnees reported that they had managed these relationships either "very well" or in an "all right" manner.

Families' perceptions of non-returnees' school, family, and community relationships were similar to clients' own perceptions of their competence in managing these relationships (see Table 10.0-2). Relationships involved in community activities were seen as handled better than house parent, family, and work and school relationships. Further, more than 90% of the families felt that non-returnees handled each type of relationship either "all right" or "very well." In almost all instances, returnees perceived themselves as doing better in the community than did the family respondents. This may have been due to the fact that in many instances the "family" member interviewed for returnees was actually a staff member of an institution. Differences between returnee and family perceptions included the following:

1. Thirty-nine percent of families responding indicated that the returnee (client) was very well adjusted to school or work relationships, while 49% of the returnees who responded indicated that they handled these relationships "very well."
2. Returnees reported doing very well in managing school and sibling relationships more often that did their families.
3. Returnees reported more competence in managing sibling relationships in an "all right" manner than did families.
4. Contrary to the above differences in reporting, families reported lower percentages of returnees managing relationships with house staff in a "not very well" manner than did the returnees themselves.

For returnees, families rated client adjustment to community activities higher than any other type of relationship, with sibling relationships being the least well managed.

10.3 Romantic Relationships with Clients

Only 47% of non-returnees and 29% of returnees had had romantic relationships since leaving the institution. Non-returnees appear to have managed these relationships more competently than returnees. Eighty-two percent of the families rating the non-returnees indicated that they managed their romantic relationships either in an "all right" manner or "very well," while only 53% of the families rated returnees in these categories (see Table 10.0-3). Eighteen percent of the non-returnees were rated as not managing their romantic relationships very well, while nearly half of the returnees were so rated.

10.4 Interviewer Ratings of Adjustment

Abt Associates' field staff rated the clients in the areas of: (1) social isolation; (2) satisfaction or happiness; and (3) adjustment to the community. Differences between non-returnees and returnees were constant across the dimensions with the non-returnees always being perceived as more "adjusted." Non-returnees were perceived to have more social relationships than did returnees; 80% of the non-returnees had some or many social relationships, while only 16% of returnees had some or many social relationships (see Table 10.0-4). Conversely, a higher percentage (44%) of the returnees appeared to be somewhat or very isolated, while only 15% of the non-returnees were socially isolated.

Similarly, ratings on happiness or satisfaction (see Table 10.0-5) showed a large percentage (83%) of non-returnees as somewhat or very satisfied while only about a third (35%) of the returnees were rated somewhat or very satisfied. The converse was also true with a small percentage of non-returnees appearing somewhat or very dissatisfied or unhappy while over a third (37%) of the returnees appeared somewhat or very dissatisfied. Ratings by interviewers on client adjustment to the community (see Table 10.0-6) indicated a large percentage of non-returnees (87%) appearing somewhat or well adjusted to the community and only a fourth (25%) of returnees being so rated. Only 3% of non-returnees appeared poorly adjusted to the community while nearly a third of the returnees were considered poorly adjusted.

Caution must be exercised in interpreting the interviewers ratings for their perceptions may have been determined by the "unsuccessful" status of returnees who by virtue of their return may be perceived to be less successful than those who remained in the community.

10.5 Problems Encountered by Clients Living in the Community

10.5.1 Families' Perceptions of Clients' Problems Living in the Community

Family respondents were given a list of problems which could be encountered by clients living in the community and were asked to rate the importance or gravity of each problem (big problem, somewhat of a problem, not a problem) for the client (see Table 10.0-7). The problems were: finding a job; keeping a job; managing money; taking care of oneself; loneliness; social relationships; family relationships; getting enough help from community services; behavior problems; socially unacceptable behavior; staying out of trouble with the law; developing self-confidence; and medical problems.

The problems rated as "big" for non-returnees differed in type and in frequency from those of returnees. For non-returnees, problems most frequently cited by families as "big" were: keeping a job (26%); family relationships (15%); finding a job (13%); and behavior problems (12%). The problems most frequently cited by families as "big" for returnees were: behavior problems (58%); finding a job (46%); medical problems (46%); loneliness (43%); family relationships (39%); and social relationships (31%). In summary, problems in living in the community were of greater magnitude and were encountered more often in the case of returnees than non-returnees.

10.5.2 Non-Returnees' Perceptions of Their Problems in Living in the Community

Non-returnees were given a list of problems similiar to that described in 10.5.1 (certain of the more sensitive items were omitted) and asked to rate the importance of each problem since they had lived in the community (big problem, somewhat of a problem, not a problem). Data on this question in not available on returnees.

Non-returnees' perceptions of these problems differed in type and magnitude from the family respondents' perceptions of non-returnees' problems. Problems cited as "big" most frequently by non-returnees were finding a job (17%), managing money (14%) and loneliness (13%); see Table 10.0-8. As discussed in the previous section and depicted in Table 10.0-7, families felt the biggest problems of non-returnees were keeping a job (26%), family relationships (15%), finding a job (13%), and behavior problems (12%).

Problem areas cited least frequently by non-returnees were taking care of oneself (not a problem in 73% of the cases); medical problems (not a problem in 63% of the cases); and family relationships (not a problem in 59% of the cases).

10.6 Clients' Worries

Clients were asked whether anything worried them about living in the community. Those clients who responded in a manner other than "no" or "nothing worries me" were asked about the worries they had.

Thirty-one percent of the non-returnees and 46% of the returnees replied that there were things in the community which worry them.

Responses to the second question were categorized as: (1) fear of being sent back to the institution; (2) loss of housing; (3) loss of income; (4) being swindled or taken advantage of; (5) getting sick or having seizures; (6) getting lost; (7) loss of frienships at the institution and fear of inability to form new friendships in the community; (8) crime; and (9) hurting oneself or others (see Table 10.0-9).* Of these categories, fear of being swindled or taken advantage of was most frequently mentioned, with 28% of each group citing this worry. Loss of housing, the possibility of being sent back to the institution, and getting sick or having seizures were also mentioned more frequently than other types of worries. The least frequently cited worry was getting hurt or hurting others, with 1% of the non-returnees and none of the returnees citing this worry.

10.7 Problems Encountered by Families/Houseparents in Caring for Clients

A list of problems encountered by families/houseparents in caring for clients was given to family respondents. Their ratings on the severity of these problems (big problem, somewhat of a problem, not a problem) are reported in Table 10.0-10. Similar to the findings on problems encountered by study group members, the data indicate that the problems rated as "big" by families of non-returnees often differed in type and in frequency from those for families of returnees. For families of non-returnees, the biggest problems were clients' behavior/discipline problems (14%), finding recreational

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* This question was open-ended, and the categories presented here represent the responses of the clients.

Figure 10-1. Worries of Study Group

WHAT WORRIES YOU?

- Getting around sometimes - walking or get on bus. I'm a full grown man. I've got some responsibility for myself.
- All the things that are happening in the city. Getting raped, people getting killed, taking pills. I'm used to a small city and New Town scares me. Having to be chaperoned on double dates; it makes me feel that they don't trust us.
- Like when I was living by myself, until my roommate moved in, I was scared. Afraid that people will break into my house.
- Lonesome all day, no place to go, no one to talk to. I would only think of myself. I got to think of way to get out of family care - getting on my nerves. (R)
- Yes. Somebody breaking into the apartment.
- I get nervous that I will be sent back to the institution because I'm not working.
- I don't like nobody else. I don't have any friends.
- I have a speech problem and people react and laugh and get upset and I don't like to be around those people. Only the kids that bother me. That's all.
- Afraid of being by myself.
- Having no one to help me if something happens. Afraid of strange, new places, getting lost or having no one to help me.
- People tease me. I'm scare people might steal my stuff. My mother - can't see her.
- My mother frightens me. She's an alcoholic. I'm afraid she might try to kill herself. Nobody cares. I've had so much bad news this summer, but nobody cares.
- I can't live in the community on my own because I can't get around like regular people and it's hard to understand me.
- Making sure we have enough money. We have to move, and it's going to cost a lot, but I'll be able to borrow some from my boss.
- Everything. About what you're gonna do in the community and how you're gonna get along with people. Like food and money and how to handle it.

and social outlets for clients (11%), and finding enough support services for the client (11%). Families of returnees listed the following problems as big most frequently: client's behavior/discipline problems (57%); meeting resident's psychological needs (29%); stress on family relationships (26%); and lack of adequate support services in the community (19%).

10.8 Reasons Given for Clients Return to the Institution

Thirteen percent of the study group were returnees. Interviewers asked the family respondents and the returnees themselves to describe what caused the clients return to the institution. The responses were categorized and the number and percent of the total responses given for each category are shown in Table 10.0-11. The most frequently mentioned reason was behavior problems (16% of the family's reasons and 43% of the returnee's reasons). Other frequently mentioned causes for returning to the institution were that the client could not find a job and that the client had difficulty getting along with other residents in the setting.

10.9 Summary

In rating their overall adjustment, clients perceived themselves to be most competent in managing the relationships involved in community activities. Managing relationships with housestaff and siblings were regarded as most troublesome by clients. Families' perceptions of these relationships were quite similar to clients' own perceptions. The congruence of family and client perceptions was less likely in the case of returnees, who tended to rate their ability to manage relationships in various contexts higher than did the families.

Interviewers' ratings of clients on adjustment indicated many differences between the non-returnee and returnee groups, with the non-returnees always appearing more "adjusted"--more social relationships, less social isolation, higher ratings on happiness or satisfaction scales, more community support received.

Both non-returnees and returnees encountered problems living in the community, with the problems of returnees being of greater magnitude and occuring more frequently than the problems of non-returnees. Similarly, problems encountered by families of returnees in caring for the clients were larger and more frequent than those encountered by families of non-returnees.

Of the 58 returnees, the most frequently stated reason for return to the institution from the community was behavior problems. This response was also most frequently given by the clients themselves.

Figure 10-2. Reasons for Returning to Institution

WHY DID YOU COME BACK TO THE INSTITUTION?

- My mother wants me to stay in institution - mother makes all decisions. Put me away at 9. My mama wasn't happy about people. She didn't like colored people. I wanted to stay - Mother said it would be best if I came back, but it wasn't. I feel like I'm held. A lot of people go to places but I've got nowhere to go. She said it wasn't right for me to be with colored. (R)
- Because my mom and dad told me to go back. I stayed out late drinking and was late for work. I blew it - got in a fight with my boss.
- Because of my feet. I couldn't get around. My disposition probably wasn't so good either. That's the main thing; otherwise I wouldn't want to come back. Everything has changed.

11.0 INTERVIEW CHARACTERISTICS

At the end of the interview session, interviewers provided some additional information about the study group and the family respondents along several dimensions: the level of comprehension of the respondents, their attitude toward the interview, the demeanor and verbalness of the study group, and the length of time taken to complete the interview. This information, though subjective, provides a valuable description of the respondents and deinstitutionalized mentally retarded persons.

11.1 Family Respondents

11.1.1 Age

Over two-thirds of the family respondents for non-returnees and about three-quarters of the returnee respondents were between the ages of 25 - 50 years. About 14% of the respondents for both groups were between 51 - 75 years of age (see Table 11.0-1).

11.1.2 Length of Time in Contact with Study Group Member

Both non-returnee respondents and returnee respondents had been in contact with the study group members for an average of 2 years.

11.2 Non-Interviewed Study Group Members

Of the non-returnees in the study group, 13% or 48 were not interviewed while of the 58 returnees in the study group, 16% or 9 clients were not interviewed. Almost three-quarters of the non-returnees and almost half (44%) of the returnees who were not interviewed were described as being incapable of participating in an interview (Table 11.0-2). In most instances, this meant that the client was non-verbal, or had a level of comprehension which precluded interviewing. About 10% of the non-returnees not interviewed were not present for the interview, due to a scheduling confusion or because the client was out of town. Only 4% of the non-returnees who were not interviewed were described as refusing to be interviewed.

11.3 Verbal Level and Demeanor of Study Group

Table 11.0-3 shows that 48% of both the non-returnees and returnees were verbal, or able to respond to questions. About 20% of each group had mild speech impediments, about 15% had severe speech impediments, and about 10% of each group were described as non-verbal.

Over half of both the non-returnees and returnees conducted themselves in a "normal" manner (see Table 11.0-4). About 20% of the non-returnees and almost a quarter of the returnees were described as having a slow demeanor. Only a few of the study group members were either so hyperactive or so lethargic as to preclude interviewing.

11.4 Comprehension of the Study Group and of the Respondents

Table 11.0-5 indicates that while the vast majority of the respondents understood most of the questions asked of them, less than half of the study group members understood all the questions asked of them. About a quarter of the non-returnees and almost a third of the returnees seemed to the interviewers to be somewhat confused by some of the questions. About 15% of the non-returnees and 9% of the returnees had a great deal of trouble handling the questions.

11.5 Attitude Towards the Interview of the Study Group and the Respondents

Over 80% of the respondents for non-returnees were described as friendly and eager to participate, while only two-thirds of the returnee respondents were so described. About 20% of the returnee respondents were described as cooperative, but not particularly eager to participate.

Of the study group clients, over half of the non-returnees were eager to participate in the study while slightly less than half of the returnees were so described. About a quarter of the returnees were described as cooperative but not particularly eager.

11.6 Average Length of the Interviews

The interviews conducted with the study group and the respondents consisted of three different questionnaires: the questionnaire administered to the family respondent, the questionnaire administered to the study group member, and the Adaptive Behavior Scale of the American Association on Mental Deficiency. At the completion of the interviews, field staff recorded the amount of time taken to complete each of these questionnaires. Table 11.0-7 shows that the average amount of time required for the family respondent questionnaire was 1 and 1/2 hours while the study group questionnaire took approximately 40 minutes, and the ABS took an average of 37 minutes to complete.

Figure 11-1. Final Comments

FINAL COMMENTS

IS THERE ANYTHING ELSE YOU WOULD LIKE TO ADD TO WHAT YOU'VE ALREADY TOLD ME?

- No. There's nothing I'm unhappy with. I'm happy to know my family is well taken care of.
- I liked one of the institutions, but not the other one. I liked the first one better.
- I've learned how to take the bus myself to another town. I'd like to learn how to go to my mother's house.
- Ya, I would like to go to school at night from 6:30 to 8 at night, five nights a week so I can learn to read and multiply. No ma'am.
- Get some more programs started here, like craft in the house. That way learn more.
- Used to work as a ward attendant in the institution and worked as a supervisor also. Worked in the canteen store and worked in goodies shop before I left. I liked being ward attendant. I proved I could take and hold responsibility since there was a man with heart trouble. I took care of him. I was good at it.
- I can't think of anything. I like it better here than I did up there, because down here you can do anything you like. You can use the telephone and go home on weekends. Oh I had a job up there, just before I left they had me working on the grounds. I didn't like it as well up there as I do down here.
- I like to try to be nice and to get along. If anyone gives you anything, to tell them thank you.
- I don't want to go back and forth. I want someone to treat me nice - go out with them. Don't like to stay alone. My family holds me back. Can't decide. She doesn't like families. Thinks should stay at the institution all my life. Never likes families. Won't let me out of here. (R)
- Family care - can't do what you want. Tell him what to do. Want to live on own, have own freedom. They tried to hit him - had to tell them where he's going. I'm old enough to be on my own. Was in Merchant Marines for 2½ years, then went home, then to institution. (R)
- No, I'll just be happy when I get married and don't have to live in this town. New town isn't a safe place especially when you're on the street and walking. No, it's just great living alone, that's it. (I)
- Did they tear the institution up? Are there still kids there? I don't think so. Right. (I)

- Before I came here I lived with parents and I was in ___ Hospital. Then to ___ Hospital. My fingers and toes were purple. I was on oxygen for 24 hours--doctor didn't expect me to pull through. My brother told me to get better soon. He gave me a picture in uniform.
- I like to get out cause its more freer and there are alot more things to do. There are alot of things I like to do and I like to find new things to do. There's alot more things going on. I'd like to pick my own job, I'd like to be a trucker. I'd like my own apartment if I was old enough.
- People should send social SI checks on time and not late. People at state hospitals should learn how to cope with people that live there better. Only way they help them is to put in the room and lock the door. That doesn't help the situation any. They shouldn't do that. They should talk to the kids, help them and explain things to them. I can't think of anything else.
- Ever since I been a small girl I know how to feed myself and dress.
- I like living here. I like 3 meals a day, which I get. I like sleeping here which I do. I like working with Dad, shopping, and going to my sisters. That's all.
- Do we get a copy? Will this go back to the training school? Hope it won't hurt ____ and ____.
- I'd like to be on the out in the community -- get along with people and do well -- be responsible for myself.
- See like writing letters or something -- when I can't do it (my wrist it bothers me sometimes). I ask somebody to do it for me and they just don't offer to for me. I used to know how to play croquet but I forgot how to now.
- I don't get to go on trips here in the community. I'd like to go on more trips.
- I do my own cooking. I'm proud of that.
- I'm doing real good in the community. I'm doing my best anyhow.
- I'd like to go back to work again. I'm happy here.
- I want to find out about my money. They don't give me enough money at the workshop.
- Well, I like it pretty good here. I like it all right. I like to get up early. Well, I like it pretty good here. They take care of me.
- I don't want to go back to the institution. Would like to visit Martha's Vineyard (a private school).
- I'm just real happy here.
- I know I enjoy this, to come and go on my own, be able to learn more on my own. Nope. In my spare time, I enjoy painting pictures by numbers. Last month I went to Washington, D.C. on my vacation, with my mother.

- No. Sometimes don't like the attendants. Only one of them was good to me. I'm glad I'm not at the institution anymore. I have a decent mother and decent brother here and don't want to go back.
- I think people should be tqught things to provide your own needs, better cooking, shopping, education in the community, better relationship with neighbors and people on the job and all.
- Yes. I am happy I do this (pointing to questionnaire) good thing for you. It is good. And I'm happy it make you happy. And I like the nice lady too. (R)
- I'd like to see other people get out.
- I want to back to the institution because I worked in the laundry. I want a job.

IF ABT ASSOCIATES WERE TO RECEIVE FUNDING FOR A FOLLOW-UP STUDY NEXT YEAR, DO YOU THINK YOU WOULD BE WILLING TO PARTICIPATE? YOUR ANSWER WILL NOT COMMIT YOU, BUT WE WOULD LIKE TO GET SOME IDEA OF PEOPLE'S WILLINGNESS TO PARTICIPATE.

- Yes. I'll still be here. I'll be a little older and a little wiser but I'll still be here.

12.0 OVERALL SUMMARY

This volume has described the community experiences of study group clients. In general, these clients were faring well in the community. Of the total study group (440 clients), 87% were currently living in community settings at the time of the interviews; the remaining 13% had been readmitted to the institutions.

Most non-returnees were still living in their original placement setting at the time of the interview; the majority of them expressed satisfaction with their current residence in the community.

Most clients were involved in one or more day placements, such as jobs, schools, or day activity centers, and expressed satisfaction with their placements. In general, clients participated in a variety of leisure-time activities. Slightly more than half of the study group clients were currently said to have good friends, most of whom were from the community (as opposed to the institution).

Study group clients used a variety of services, and received training in many areas. Most clients were followed up by staff from the institutions, and were said to have a case manager or someone responsible on an on-going basis for ensuring adequate services for clients.

In rating their overall adjustment, clients perceived themselves to be most competent in managing their relationships involved in community activities. Managing relationships with house staff and siblings were regarded as most troublesome by clients. In general, families' perceptions of these relationships were quite similar to clients' own perceptions.

It is evident that the community experiences of non-returnees and returnees differed in each of the areas described in this volume. In general, non-returnees appear to have been more actively involved in their settings than returnees--e.g., in utilization of community support services and training, in participation in day placement activities, leisure-time activities, and friendships.

Morover, non-returnees always appeared more "adjusted" than returnees on the interviewers' observation scales--receiving higher ratings on the social relationships scale and satisfaction/happiness scale, and lower ratings on the social isolation scale. Similarly, the problems of returnees encountered while living in the community and the problems of their families in caring for them were of greater magnitude and frequency than those encountered by non-returnees and their families.

It is difficult, however, to interpret what these differences between non-returnees and returnees mean. Did the community experiences of non-returnees and returnees in fact differ, or were the returnees' perceptions of their previous experiences in the community biased? It is important to note that returnees were interviewed about their community experiences after they had already been reinstitutionalized. They may have tended to describe their community experiences negatively, since returning to the institution has traditionally implied failure. On the other hand, perhaps non-returnees tended to paint too "rosy" a picture of their experiences living in the community. Although interviewers reassured them that their responses would be held completely confidential, perhaps they were reluctant to give honest answers for fear that the information might be held against them.

Even assuming that the responses of both returnees and non-returnees were accurate, it is difficult to explain why these differences exist. Did these different experiences cause non-returnees to remain in the community and returnees to be reinstitutionalized? Or are these differences, instead, the effects of remaining in the community or returning to the institution? It is not the intent of this volume to explain or interpret the differences between returnees and non-returnees. This volume has described these differences and raised some of the interpretative questions which should be addressed. Volume V will attempt to address some of these issues in the analysis of factors contributing to community adjustment.

APPENDIX

Table 2.0-1

Age

Age Category	Non-Returnees	Returnees
Children & Youth	72 [20%]*	8 [15%]
Adults (age 19 and over)	285 [80%]	45 [85%]
Average Age at Time of Interview (July-Sept. 1975)	27 years	26 years

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* Percent figures in brackets, i.e. [20%] indicates a column percentage. A percent figure in parentheses, i.e. (20%) indicates a row percentage. This format will be used throughout the report.

Table 2.0-2

Level of Retardation of Study Group

Level of Retardation*	Non-Returnee (n=374)	Returnee (n=53)
Mild (IQ 68-52)	155 [41%]	22 [42%]
Moderate (IQ 51-36)	118 [31%]	23 [43%]
Severe (IQ 35-20)	81 [21%]	7 [13%]
Profound (IQ 19 and below)	17 [5%]	1 [2%]
Unknown	3 [1%]	0

* These are the I.Q. ranges provided the institutions in the instructions for the CDRF. They are the ranges cited in the AAMD Manual on Terminology and Classification in Mental Retardation/Special Publications Series No. 2.

Table 2.0-3

Appearance of Study Group*

Appearance Scale	Non-Returnee (n=352)	Returnee (n=51)
Normal appearance	225 [64%]	30 [59%]
Somewhat abnormal appearance	113 [32%]	18 [35%]
Very abnormal appearance	14 [4%]	3 [6%]

Table 2.0-4

Weight of Study Group*

Weight Scale	Non-Returnee (n=352)	Returnee (n=50)
Very underweight	13 [4%]	2 [4%]
Normal Weight	309 [88%]	46 [92%]
Very overweight	30 [8%]	2 [4%]

*These frequencies represent interviewer's assessment of the study group.

Table 2.0-5

Grooming and Overall Appearance of Study Group at Time of Interview*

Appearance Scale	Non-Returnees (n varies from 336 to 354)			Returnees (n=51)		
	Good	Fair	Poor	Good	Fair	Poor
Cleanliness	307 (87%)	40 (11%)	7 (2%)	33 (65%)	15 (29%)	3 (6%)
Fit of Clothing	281 (84%)	51 (15%)	4 (1%)	31 (61%)	18 (35%)	2 (4%)
Clothing appropriate to age	309 (91%)	27 (8%)	2 (1%)	41 (80%)	10 (20%)	0
Clothing appropriate to season	329 (97%)	8 (2%)	2 (1%)	42 (82%)	9 (18%)	0
Overall appearance	282 (82%)	51 (15%)	9 (3%)	30 (59%)	18 (35%)	3 (6%)

*These are interviewer's perceptions of the study group.

Table 2.0-6

Disabilities of Study Group*

Type of Disability	Non-Returnee (n=382)	Returnee (n=58)
Number of clients having disabilities	248 [65%]	40 [69%]
Speech impairment	130 [34%]	21 [36%]
Mobility limitations	64 [17%]	7 [12%]
Other disabilities	57 [15%]	38 [66%]
Epilepsy	50 [13%]	8 [14%]
Blindness or visual impairment	41 [11%]	1 [2%]
Psychological problems	41 [11%]	22 [38%]
Deafness or hearing impairment	36 [9%]	5 [9%]

*Note that the total number of disabilities is greater than the total number of persons with additional disabilities because of the occurance of multiple additional disabilities for some individuals in the study group.

Table 2.0-7

Mobility of Study Group*

Mobility Scale	Non-Returnee (n=355)	Returnee (n=51)
Is completely mobile	315 [89%]	45 [88%]
Walks with difficulty or awkwardness	30 [8%]	4 [8%]
Has limited mobility with assistance in a wheelchair	3 [1%]	0
Can walk with help	2 [<1%]	1 [2%]
Is mobile on his/her own in a wheelchair	2 [<1%]	1 [2%]
Can walk on his/her own, but goes upstairs only with help	1 [<1%]	0
Is immobile and confined to bed	2 [<1%]	0

*These are interviewer's perceptions of study group mobility.

Table 2.0-8

Deformities of Study Group*

Type of Deformity	Non-Returnees (n=382)	Returnees (n=58)
No deformities	318 [83%]	49 [84%]
Face	30 [8%]	5 [9%]
Head (not including face)	13 [3%]	4 [7%]
Hands	11 [3%]	1 [2%]
Legs (not including feet)	12 [3%]	2 [3%]
Trunk	7 [2%]	2 [3%]
Arms	7 [2%]	1 [2%]
Feet	2 [1%]	0

* These percents will not equal 100% because some clients had multiple deformities.

Table 2.0-9

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	I: INDEPENDENT FUNCTIONING (max= 107)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	56 38	28 n=5	--
8 - 9 years	72 49	47 n=7	13 n=1
10 - 12 years	80 49	65 n=19	60 n=1
13 - 15 years	84 46	68 n=15	92 n=2
16 - 18 years	85 51	81 n=25	82 n=4
19 - 29 years	87 52	89 n=161	86 n=27
30 - 49 years	86 57	89 n=111	83 n=16
50 - highest	84 59	95 n=6	79 n=4
OVERALL	-- --	85** n=349	82 n=55

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 84. (n=404)

Table 2.0-10

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	II: PHYSICAL DEVELOPMENT (max= 24)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	20 14	10 n=5	--
8 - 9 years	21 16	17 n=7	10 n=1
10 - 12 years	22 17	19 n=19	17 n=1
13 - 15 years	22 16	20 n=15	24 n=2
16 - 18 years	22 19	21 n=26	23 n=4
19 - 29 years	22 18	22 n=163	23 n=27
30 - 49 years	22 19	22 n=114	22 n=16
50 - highest	21 17	24 n=6	16 n=4
OVERALL	-- --	21** n=355	22 n=55

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 21. (n=410)

Table 2.0-11

DOMAIN MEAN SCORES: PART I
OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	III: ECONOMIC ACTIVITY (max= 17)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	.4 .1	1 n=1	--
8 - 9 years	1 .2	1 n=1	--
10 - 12 years	3 .5	5 n=11	2 n=1
13 - 15 years	4 .2	6 n=11	9 n=2
16 - 18 years	12 .3	8 n=21	8 n=4
19 - 29 years	6 .7	9 n=160	10 n=26
30 - 49 years	6 .6	10 n=109	10 n=15
50 - highest	6 .9	10 n=6	5 n=3
OVERALL	-- --	9** n=320	9 n=51

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 9. (n=371)

Table 2.0-12

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	IV: LANGUAGE DEVELOPMENT (max= 39)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	13 7	10 n=3	--
8 - 9 years	19 8	14 n=7	--
10 - 12 years	20 9	19 n=19	15 n=1
13 - 15 years	23 7	21 n=14	30 n=2
16 - 18 years	26 9	25 n=25	28 n=4
19 - 29 years	26 10	26 n=167	27 n=26
30 - 49 years	25 12	27 n=110	28 n=16
50 - highest	24 13	29 n=6	28 n=4
OVERALL	-- --	25** n=346	27 n=53

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 26. (n=399)

Table 2.0-13

DOMAIN MEAN SCORES: PART I
OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	V: NUMBERS AND TIME (max= 12)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	1 .7	3 n=1	--
8 - 9 years	3 1	6 n=3	--
10 - 12 years	4 1	5 n=15	2 n=1
13 - 15 years	5 1	6 n=12	11 n=2
16 - 18 years	7 1	8 n=23	10 n=3
19 - 29 years	7 2	8 n=155	9 n=25
30 - 49 years	6 2	9 n=106	8 n=15
50 - highest	7 2	8 n=6	6 n=4
OVERALL	-- --	8** n=34	8 n=50

* Level of Retardation:

Moderate Profound

** The overall mean score for both non-returnees and returnees was 8. (n=371)

Table 2.0-14

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	VI: DOMESTIC ACTIVITY (max= 18)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	2 .6	8 n=1	--
8 - 9 years	3 1	3 n=5	--
10 - 12 years	6 1	8 n=16	7 n=1
13 - 15 years	7 1	9 n=13	12 n=2
16 - 18 years	8 2	12 n=23	10 n=4
19 - 29 years	9 1	13 n=160	13 n=26
30 - 49 years	8 2	14 n=110	11 n=16
50 - highest	8 2	13 n=6	5 n=3
OVERALL	-- --	13** n=334	11 n=52

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 13. (n=386)

Table 2.0-15

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	VII: VOCATIONAL ACTIVITY (max= 11)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	1 .1	9 n=2	--
8 - 9 years	4 .7	9 n=2	--
10 - 12 years	6 1	9 n=12	9 n=1
13 - 15 years	7 .9	10 n=11	10 n=2
16 - 18 years	7 2	9 n=24	9 n=4
19 - 29 years	8 2	9 n=160	8 n=25
30 - 49 years	8 2	10 n=108	9 n=16
50 - highest	7 3	10 n=6	10 n=4
OVERALL	-- --	9** n=325	9 n=52

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 9. (n=377)

Table 2.0-16

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	VIII: SELF-DIRECTION (max= 20)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	11 8	10 n=3	--
8 - 9 years	13 9	11 n=6	--
10 - 12 years	14 10	12 n=18	3 n=1
13 - 15 years	14 10	13 n=15	16 n=2
16 - 18 years	15 10	14 n=25	14 n=4
19 - 29 years	17 10	16 n=162	14 n=26
30 - 49 years	16 10	16 n=110	15 n=16
50 - highest	17 10	19 n=6	15 n=4
OVERALL	-- --	15** n=398	14 n=53

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 15. (n=398)

Table 2.0-17

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	IX: RESPONSIBILITY (max= 6)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	1 .05	4 n=1	--
8 - 9 years	2 .2	2 n=5	--
10 - 12 years	3 .5	3 n=15	--
13 - 15 years	3 .4	4 n=11	5 n=2
16 - 18 years	3 .4	4 n=22	4 n=4
19 - 29 years	4 .8	4 n=162	4 n=26
30 - 49 years	3 .8	5 n=109	4 n=16
50 - highest	4 1	5 n=6	3 n=4
OVERALL	-- --	4** n=331	4 n=52

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 4. (n=383)

Table 2.0-18

DOMAIN MEAN SCORES: PART I OF ADAPTIVE BEHAVIOR SCALE

AGE RANGE	X: SOCIALIZATION (max= 26)		
	AAMD Mean Scores*	Non-Returnee Mean Scores	Returnee Mean Scores
5 - 7 years	14 11	10 n=4	--
8 - 9 years	16 11	12 n=6	8 n=1
10 - 12 years	17 11	16 n=19	11 n=1
13 - 15 years	17 11	17 n=15	20 n=2
16 - 18 years	18 11	19 n=25	19 n=4
19 - 29 years	18 12	20 n=162	18 n=26
30 - 49 years	17 12	20 n=109	19 n=16
50 - highest	17 12	22 n=6	18 n=4
OVERALL	-- --	20** n=346	18 n=54

* Level of Retardation:

Moderate
Profound

** The overall mean score for both non-returnees and returnees was 19. (n=400)

Table 2.0-19

SAMPLE SIZES FOR ADAPTIVE BEHAVIOR SCORES: PART II

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	N = 290	N = 5	---
8 - 12 years	N = 387	N = 23	N = 2
13 - 18 years	N = 371	N = 43	N = 6
19 - 40 years	N = 210	N = 257	N = 41
41 - +	N = 198	N = 28	N = 5
Total Group	1456	356	54

Table 2.0-20

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Violent and Destructive Behavior

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	102 35%	4 80%	---
8 - 12 years	163 42%	11 48%	2 100%
13 - 18 years	164 44%	25 58%	3 50%
19 - 40 years	105 50%	129 51%	17 43%
41 - highest years	119 60%	17 65%	2 40%
Total Group	653 45%	186 50%	24 43%

Table 2.0-21

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Anti-Social Behavior			
Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	112 51%	3 60%	---
8 - 12 years	158 39%	6 26%	1 50%
13 - 18 years	144 32%	10 23%	1 17%
19 - 40 years	101 39%	69 27%	8 20%
41 - highest years	124 47%	4 14%	1 20%
Total Group	639 44%	92 25%	11 20%

Table 2.0-22

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Rebellious Behavior			
Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	111 51%	3 60%	---
8 - 12 years	165 46%	4 17%	2 100%
13 - 18 years	165 44%	12 28%	3 50%
19 - 40 years	105 50%	88 35%	10 25%
41 - highest years	117 61%	9 32%	3 60%
Total Group	663 46%	116 31%	18 32%

Table 2.0-23

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Untrustworthy Behavior

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	68 81%	3 60%	---
8 - 12 years	147 67%	15 65%	2 100%
13 - 18 years	161 58%	29 67%	4 67%
19 - 40 years	94 66%	131 51%	21 51%
41 - highest years	75 78%	12 43%	2 40%
Total Group	545 37%	190 51%	29 52%

Table 2.0-24

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Stereotyped Behavior and Odd Mannerisms

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	106 59%	5 100%	---
8 - 12 years	149 67%	14 61%	1 50%
13 - 18 years	140 69%	29 67%	5 83%
19 - 40 years	90 70%	172 68%	27 66%
41 - highest years	86 78%	20 77%	3 60%
Total Group	571 39%	240 64%	36 64%

Table 2.0-25

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Inappropriate Interpersonal Manners			
Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	81 76%	5 100%	---
8 - 12 years	131 73%	12 52%	2 100%
13 - 18 years	68 71%	30 70%	3 50%
19 - 40 years	80 75%	174 68%	26 63%
41 - highest years	71 83%	18 64%	3 60%
Total Group	431 30%	239 64%	34 61%

Table 2.0-26

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Inappropriate Vocal Habits			
Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	82 75%	4 80%	---
8 - 12 years	130 74%	9 39%	1 50%
13 - 18 years	151 64%	23 54%	4 68%
19 - 40 years	92 68%	128 50%	20 49%
41 - highest years	88 77%	11 39%	2 40%
Total Group	543 37%	175 47%	27 48%

Table 2.0-27

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Unacceptable or Eccentric Habits			
Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	106 40%	4 80%	---
8 - 12 years	165 54%	10 44%	1 50%
13 - 18 years	158 60%	26 61%	4 67%
19 - 40 years	100 62%	157 61%	28 68%
41 - highest years	114 65%	16 57%	2 40%
Total Group	643 44%	213 57%	35 63%

Table 2.0-28

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Self-Abusive Behavior

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	93 70%	5 100%	---
8 - 12 years	106 80%	20 87%	1 50%
13 - 18 years	98 82%	35 81%	5 83%
19 - 40 years	62 82%	215 86%	31 78%
41 - highest years	54 87%	23 89%	4 80%
Total Group	413 28%	298 80%	4 73%

Table 2.0-29

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Hyperactive Tendencies

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	108 59%	4 80%	---
8 - 12 years	160 61%	17 74%	2 100%
13 - 18 years	135 72%	29 67%	4 67%
19 - 40 years	77 76%	177 69%	22 54%
41 - highest years	69 84%	15 54%	4 80%
Total Group	549 38%	242 65%	32 57%

Table 2.0-30

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Sexually Aberrant Behavior

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	74 79%	4 80%	---
8 - 12 years	112 78%	14 61%	2 100%
13 - 18 years	144 68%	34 79%	4 67%
19 - 40 years	88 70%	188 73%	32 78%
41 - highest years	75 82%	18 64%	4 80%
Total Group	493 34%	258 69%	42 75%

Table 2.0-31

ADAPTIVE BEHAVIOR SCALE: PART II (NEGATIVE BEHAVIORS)

NUMBER AND PERCENT RECEIVING ZERO SCORE

DOMAIN: Use of Medications

Age Range	AAMD	Non-Returnee	Returnee
5 - 7 years	109 54%	4 80%	---
8 - 12 years	157 61%	13 57%	1 50%
13 - 18 years	161 57%	27 63%	3 50%
19 - 40 years	103 54%	167 66%	22 54%
41 - highest years	122 56%	20 71%	4 80%
Total Group	652 45%	231 62%	30 54%

Table 2.0-32

Mean Scores on Adaptive Behavior Scale for Study Group

Part Two

Type of Behavior	Non-Returnee (n=373)	Returnee (n=56)
I. Violent & Destructive Behavior (Max=62)	1.8	6.8
II. Anti-social Behavior (Max=72)	5.0	12.3
III. Rebellious Behavior (Max=66)	4.8	10.3
IV. Untrustworthy Behavior (Max=22)	1.4	3.3
V. Withdrawal (Max=34)	3.0	5.9
VI. Stereotyped Behavior & Odd Mannerisms (Max=46)	1.8	3.2
VII. Inappropriate Interpersonal Manners (Max=16)	1.2	3.3
VIII. Unacceptable Vocal Habits (Max=16)	1.6	3.8
IX. Unacceptable or Eccentric Habits (Max=66)	1.7	3.4
X. Self-abusive Behavior (Max=30)	2.7	4.2
XI. Hyperactive Tendancies (Max=10)	1.0	3.2
XII. Sexually Aberrant Behavior (Max=44)	1.1	3.8
XIII. Psychological Disturbances (Max=82)	7.1	15.0
XIV. Use of Medications (Max=10)	1.1	3.1

Table 3.0-1

Number of Admissions to Institutions

	Admitted Once	Admitted Twice	Admitted Three Times	Admitted Four Times
NON-RETURNEES	382 [100%]	68 [18%]	19 [5%]	7 [2%]
RETURNEES	58 [100%]	40 [69%]	16 [28%]	5 [9%]

Table 3.0-2

Average Age of Clients at Admission and Release

AGE CATEGORY	NON-RETURNEES	RETURNEES
Average Age at First Admission	14 years	17 years
Average Age at First Release Since 1-1-72	23 years	23 years

Table 3.0-3

Average Length of Time in Institution

STUDY GROUP	AVERAGE LENGTH OF TIME IN INSTITUTION
Non-Returnees (n = 350)	11 years
Returnees (n = 53)	8 years

Table 3.0-4

Previous Institutionalization of Study Group

CATEGORY	NON-RETURNEES	RETURNEES
No other institutionalization	130 [34%]	15 [26%]
Had been previously institutionalized	82 [21%]	16 [27%]
Information Unavailable	170 [45%]	27 [47%]
Totals	382 [100%]	58 [100%]

Table 3.0-5

Study Group's Life with Immediate Family

EXPERIENCE WITH FAMILY	NON-RETURNEES	RETURNEES
Never lived with immediate family	9 [2%]	3 [5%]
Lived with immediate family	279 [73%]	44 [76%]
Information unavailable	94 [25%]	11 [19%]
Total	382 [100%]	58 [100%]

Table 3.0-6

Commitment Status of Most Recent Admission to Institution Prior to Release

STUDY GROUP	COMMITMENT STATUS				TOTAL
	Court Commitment	Authorization by Parent/ Guardian	Voluntary Self-Admission	Unknown	
Non-Returnee	168 [44%]	157 [41%]	39 [10%]	18 [5%]	382 [100%]
Returnee	28 [48%]	14 [24%]	9 [16%]	7 [12%]	58 [100%]

Table 3.0-7

Number of Pre-Release Programs in Which Study Group Participated

NUMBER OF PRE-RELEASE PROGRAMS	NON-RETURNEES	RETURNEES
No Program	202* [53%]	31 [53%]
One Program	110 [29%]	14 [24%]
Two Programs	49 [13%]	10 [17%]
Three Programs	21 [6%]	3 [5%]
TOTAL	382 [100%]	58 [100%]

* This figure represents both those clients who did not participate in a pre-release program and those clients for whom the information was unavailable.

Table 3.0-8

Types of Pre-Release Programs In Which Study Group Participated

PRE-RELEASE PROGRAM	NON-RETURNEES n = 382	RETURNEES n = 58
Special Residential Program	112 [29%]	12 [21%]
Sheltered Workshop Program	89 [23%]	19 [33%]
Competitive Employment Program	27 [7%]	3 [5%]
Special School Program	11 [3%]	1 [2%]

Table 3.0-9

Participation in Institutional Day Placement During Six Months Prior to Release

STUDY GROUP	Did Participate	Did Not Participate	Don't Know	TOTAL
Non-Returnee	287 [75%]	58 [15%]	37 [10%]	382 [100%]
Returnee	40 [69%]	13 [22%]	5 [9%]	58 [100%]

Table 3.0-10

Client Day Placement While in the Institution

TYPE OF DAY PLACEMENT	NON-RETURNEE	RETURNEE
No Day Placement	58 [15%]	13 [22%]
Sheltered Workshop in the Institution	155 [41%]	21 [36%]
School Program in the Institution	118 [31%]	7 [12%]
Sheltered Workshop in the Community	49 [13%]	4 [7%]
Day Activity Center in the Institution	27 [7%]	7 [12%]
School Program in the Community	12 [3%]	2 [3%]
Competitive Employment in Community	12 [3%]	--- ---
Day Activity Center in the Community	8 [2%]	--- ---
Don't Know	37 [10%]	5 [9%]
TOTAL	382 *	58 *

* Base: Non-Returnees = 382; Returnees = 58. Percentages exceed 100% because of multiple placements for some clients. 181

Table 3.0-11

Average Money Earned & Number of Hours
Per Week in Institutional Day Program

CATEGORY	NON-RETURNEES	RETURNEES
Average Number of Hours	(n=244) 30 hours per week	(n=35) 24 hours per week
Average Amount of Money Earned	(n=103) $8/week	(n=14) $10/week

Table 3.0-12

Institutional Training

TYPE OF TRAINING		RECEIVED	DID NOT NEED/HAD SKILL ALREADY	DID NOT NEED/NOT READY FOR SKILL YET	NEEDED DID NOT RECEIVE	OTHER	TOTAL
INDEPENDENCE SKILLS:							
Eating (i.e., table manners)	Non-Returnee	193 (50%)	153 (40%)	2 (1%)	15 (4%)	19 (5%)	382 (100%)
	Returnee	30 (52%)	22 (38%)	----- -----	----- -----	6 (10%)	58 (100%)
Toileting	Non-Returnee	157 (41%)	191 (50%)	7 (2%)	6 (2%)	21 (5%)	382 (100%)
	Returnee	23 (40%)	27 (47%)	----- -----	2 (3%)	6 (10%)	58 (100%)
Cleanliness (e.g., washing and personal hygiene)	Non-Returnee	238 (62%)	102 (27%)	8 (2%)	14 (4%)	20 (5%)	382 (100%)
	Returnee	37 (64%)	14 (24%)	1 (2%)	----- -----	6 (10%)	58 (100%)
Dressing and Undressing	Non-Returnee	189 (49%)	155 (41%)	8 (2%)	6 (2%)	24 (6%)	382 (100%)
	Returnee	29 (50%)	23 (40%)	----- -----	----- -----	6 (10%)	58 (100%)
Grooming Skills (personal appearance--posture, neatness of dress)	Non-Returnee	235 (61%)	84 (22%)	11 (3%)	26 (7%)	26 (7%)	382 (100%)
	Returnee	38 (65%)	12 (21%)	1 (2%)	----- -----	7 (12%)	58 (100%)
TRAVEL SKILLS:							
Travel Skills (getting around the neighborhood, using public transport.)	Non-Returnee	107 (28%)	33 (9%)	80 (21%)	137 (36%)	25 (6%)	382 (100%)
	Returnee	19 (33%)	7 (12%)	14 (24%)	10 (17%)	8 (14%)	58 (100%)
Using a Telephone	Non-Returnee	103 (27%)	46 (12%)	84 (22%)	115 (30%)	34 (9%)	382 (100%)
	Returnee	23 (40%)	8 (14%)	14 (24%)	5 (8%)	8 (14%)	58 (100%)
COPING SKILLS:							
Dealing with Emergencies	Non-Returnee	85 (23%)	11 (3%)	112 (29%)	127 (33%)	47 (12%)	382 (100%)
	Returnee	10 (17%)	5 (9%)	21 (36%)	13 (22%)	9 (16%)	58 (100%)
Using Social and Community Agencies	Non-Returnee	42 (11%)	5 (1%)	169 (44%)	133 (35%)	33 (9%)	382 (100%)
	Returnee	8 (14%)	2 (3%)	26 (45%)	14 (24%)	8 (14%)	58 (100%)

Table 3.0-12

Institutional Training

TYPE OF TRAINING		RECEIVED	DID NOT NEED/HAD SKILL ALREADY	DID NOT NEED/NOT READY FOR SKILL YET	NEEDED DID NOT RECEIVE	OTHER	TOTAL
PHYSICAL SKILLS:							
Motor Skills (e.g., balance, coordination, walking)	Non-Returnee	152 (40%)	178 (46%)	6 (2%)	16 (4%)	30 (8%)	382 (100%)
	Returnee	22 (38%)	27 (47%)	----- -----	2 (3%)	7 (12%)	58 (100%)
Sensory Skills (hearing, vision)	Non-Returnee	123 (32%)	213 (56%)	3 (1%)	16 (4%)	27 (7%)	382 (100%)
	Returnee	21 (36%)	30 (52%)	----- -----	----- -----	7 (12%)	58 (100%)
ECONOMIC SKILLS:							
Money Management	Non-Returnee	121 (32%)	20 (5%)	92 (24%)	121 (32%)	28 (7%)	382 (100%)
	Returnee	25 (43%)	2 (4%)	18 (31%)	7 (12%)	6 (10%)	58 (100%)
Shopping Skills	Non-Returnee	134 (35%)	22 (6%)	89 (23%)	111 (29%)	26 (7%)	382 (100%)
	Returnee	21 (37%)	6 (10%)	17 (29%)	6 (10%)	8 (14%)	58 (100%)
SOCIAL SKILLS:							
Interpersonal Relationships	Non-Returnee	272 (71%)	14 (4%)	19 (5%)	50 (13%)	27 (7%)	382 (100%)
	Returnee	41 (71%)	1 (2%)	2 (3%)	8 (14%)	6 (10%)	58 (100%)
Behavior Management	Non-Returnee	268 (70%)	30 (8%)	12 (3%)	42 (11%)	30 (8%)	382 (100%)
	Returnee	46 (80%)	2 (3%)	----- -----	3 (5%)	7 (12%)	58 (100%)
DOMESTIC SKILLS:							
Housekeeping (e.g., making beds, doing dishes, cleaning)	Non-Returnee	270 (70%)	39 (10%)	30 (8%)	22 (6%)	21 (6%)	382 (100%)
	Returnee	42 (73%)	4 (7%)	3 (5%)	3 (5%)	6 (10%)	58 (100%)
Meal Preparation	Non-Returnee	152 (40%)	22 (6%)	60 (16%)	123 (32%)	25 (6%)	382 (100%)
	Returnee	26 (45%)	3 (5%)	9 (15%)	12 (21%)	8 (14%)	58 (100%)

Table 3.0-12

Institutional Training

TYPE OF TRAINING		RECEIVED	DID NOT NEED/HAD SKILL ALREADY	DID NOT NEED/NOT READY FOR SKILL YET	NEEDED DID NOT RECEIVE	OTHER	TOTAL
VOCATIONAL SKILLS:							
Pre-Vocational Skills (i.e., punctuality, cooperation)	Non-Returnee	227 (59%)	9 (2%)	75 (20%)	41 (11%)	30 (8%)	382 (100%)
	Returnee	38 (66%)	2 (3%)	7 (12%)	5 (9%)	6 (10%)	58 (100%)
Vocational Training	Non-Returnee	170 (44%)	4 (1%)	113 (30%)	66 (17%)	29 (8%)	382 (100%)
	Returnee	33 (57%)	----- -----	10 (17%)	8 (14%)	7 (12%)	58 (100%)
SELF-DIRECTION SKILLS:							
Recreational Skills	Non-Returnee	309 (81%)	9 (2%)	9 (2%)	22 (6%)	33 (9%)	382 (100%)
	Returnee	47 (81%)	1 (2%)	2 (3%)	1 (2%)	7 (12%)	58 (100%)
LANGUAGE SKILLS:							
Language	Non-Returnee	200 (52%)	93 (24%)	6 (2%)	50 (13%)	33 (9%)	382 (100%)
	Returnee	30 (52%)	18 (31%)	----- -----	3 (5%)	7 (12%)	58 (100%)
ACADEMIC SKILLS:							
Reading & Writing	Non-Returnee	196 (51%)	24 (6%)	74 (20%)	57 (15%)	31 (8%)	382 (100%)
	Returnee	26 (45%)	3 (5%)	13 (22%)	5 (9%)	11 (19%)	58 (100%)
Pre-Academic Skills (i.e., sizes shapes, colors)	Non-Returnee	197 (52%)	97 (25%)	18 (5%)	34 (9%)	36 (9%)	382 (100%)
	Returnee	28 (49%)	17 (29%)	2 (3%)	2 (3%)	9 (16%)	58 (100%)
Numbers and Time (i.e.. use of numbers, telling time)	Non-Returnee	206 (54%)	40 (10%)	52 (14%)	52 (14%)	32 (8%)	382 (100%)
	Returnee	34 (59%)	8 (14%)	5 (8%)	3 (5%)	8 (14%)	58 (100%)

Table 3.0-13

Institutional Training from Study Group's Perception

TYPES OF TRAINING	WHAT LEARNED AT INSTITUTION		WHAT WOULD LIKE TO HAVE LEARNED	
	Non-Returnee	Returnee	Non-Returnee	Returnee
Independence Skills	265 [24%]	50 [30%]	192 []3%]	22 [21%]
Physical Skills	4 [1%]	--- ---	3 [1%]	--- ---
Economic Skills	77 [7%]	11 [7%]	91 [11%]	10 [10%]
Social Skills	197 [18%]	32 [20%]	90 [11%]	16 [16%]
Domestic Skills	210 [19%]	29 [18%]	122 [15%]	15 [15%]
Vocational Skills	110 [10%]	18 [11%]	101 [12%]	20 [19%]
Self-Direction Skills	73 [7%]	6 [4%]	87 [10%]	9 [9%]
Language Skills	86 [8%]	8 [5%]	102 [12%]	7 [7%]
Numbers Skills	62 [6%]	9 [5%]	42 [5%]	3 [3%]
TOTAL SKILL AREAS MENTIONED	1,084 [100%]	163 [100%]	830 [100%]	102 [100%]

Table 3.0-14

Spare Time Activities While at Institution (Based on Total Population)

ACTIVITIES		DID PARTICIPATE	DID NOT PARTICIPATE	DON'T KNOW	TOTAL
INDIVIDUAL ACTIVITIES					
Watching television, listening to radio, phonograph	Non-Returnee	n=334 (87%)	n=12 (3%)	n=36 (10%)	n=382 (100%)
	Returnee	n=50 (86%)	n=2 (3%)	n=6 (11%)	n=58 (100%)
Going on Errands	Non-Returnee	n=195 (51%)	n=137 (36%)	n=50 (13%)	n=382 (100%)
	Returnee	n=29 (50%)	n=20 (34%)	n=9 (16%)	n=58 (100%)
Having a Hobby	Non-Returnee	n=156 (41%)	n=162 (42%)	n=64 (17%)	n=382 (100%)
	Returnee	n=26 (45%)	n=21 (36%)	n=11 (19%)	n=58 (100%)
Going to Movies	Non-Returnee	n=296 (78%)	n=40 (10%)	n=46 (12%)	n=382 (100%)
	Returnee	n=48 (83%)	n=3 (5%)	n=7 (12%)	n=58 (100%

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Table 3.0-14

Spare Time Activities While at Institution (Based on Total Population)

ACTIVITIES		DID PARTICI-PATE	DID NOT PARTICI-PATE	DON'T KNOW	TOTAL
GROUP ACTIVITIES					
Participation in Sports	Non-Returnee	n=223 (58%)	n=103 (27%)	n=56 (15%)	n=382 (100%)
	Returnee	n=24 (41%)	n=25 (43%)	n=9 (16%)	n=58 (100%)
Going to Spectator Sports Events	Non-Returnee	n=213 (56%)	n=109 (28%)	n=60 (16%)	n=382 (100%)
	Returnee	n=27 (47%)	n=23 (40%)	n=8 (13%)	n=58 (100%)
Going to Parties	Non-Returnee	n=296 (77%)	n-45 (12%)	n=41 (11%)	n=382 (100%)
	Returnee	n=44 (76%)	n=7 (12%)	n=7 (12%)	n=58 (100%)
Visiting Friends	Non-Returnee	n=130 (34%)	n=203 (53%)	n=49 (13%)	n=382 (100%)
	Returnee	n=19 (33%)	n=28 (48%)	n=11 (19%)	n=58 (100%)
Member of Club or Organization	Non-Returnee	n=69 (18%)	n=257 (67%)	n=56 (15%)	n=382 (100%)
	Returnee	n=7 (12%)	n=39 (67%)	n=12 (21%)	n=58 (100%)
Religious Services	Non-Returnee	n=278 (73%)	n=54 (14%)	n=50 (13%)	n=382 (100%)
	Returnee	n=38 (66%)	n=13 (22%)	n=7 (12%)	n=58 (100%)
Going on Vacation	Non-Returnee	n=249 (65%)	n=89 (23%)	n=44 (12%)	n=382 (100%)
	Returnee	n=34 (59%)	n=18 (31%)	n=6 (10%)	n=58 (100%)
Going Out on Dates (asked only of adults)	Non-Returnee	n=59 (15%)	n=243 (64%)	n=80 (21%)	n=382 (100%)
	Returnee	n=16 (28%)	n=33 (57%)	n=9 (15%)	n=58 (100%)

Table 3.0-15

Frequency of Participation in Leisure Time Activities While in the Institution

ACTIVITIES		DID NOT PARTICIPATE	Participated at Least				NO DATA	TOTAL
			ONCE A WEEK	ONCE A MONTH	TWICE A YEAR	LESS THAN TWICE/YR.		
INDIVIDUAL ACTIVITIES								
Watching television, listening to the radio or phonograph	Non-Returnee	12 (3%)	328 (86%)	2 (1%)	0 (0%)	0 (0%)	40 (10%)	382 (100%)
	Returnee	2 (3%)	49 (85%)	1 (2%)	0 (0%)	0 (0%)	6 (10%)	58 (100%)
Going on an Errand	Non-Returnee	137 (36%)	95 (25%)	74 (19%)	17 (4%)	7 (2%)	52 (14%)	382 (100%)
	Returnee	20 (34%)	14 (24%)	15 (26%)	0 (0%)	0 (0%)	9 (16%)	58 (100%)
Having a Hobby	Non-Returnee	162 (43%)	124 (32%)	24 (6%)	3 (1%)	3 (1%)	66 (17%)	382 (100%)
	Returnee	21 (36%)	19 (33%)	6 (10%)	1 (2%)	0 (0%)	11 (19%)	58 (100%)
Going to the Movies	Non-Returnee	40 (10%)	155 (41%)	103 (27%)	33 (9%)	5 (1%)	46 (12%)	382 (100%)
	Returnee	3 (5%)	25 (43%)	16 (28%)	5 (8%)	1 (2%)	8 (14%)	58 (100%)

Table 3.0-15

Frequency of Participation in Leisure Time Activities While in the Institution

ACTIVITIES		DID NOT PARTI-CIPATE	Participated at Least				NO DATA	TOTAL
			ONCE A WEEK	ONCE A MONTH	TWICE A YEAR	LESS THAN TWICE/YR.		
GROUP ACTIVITIES:								
Participation in Sports	Non-Returnee	103 (27%)	163 (43%)	43 (11%)	10 (3%)	5 (1%)	58 (15%)	382 (100%)
	Returnee	25 (43%)	17 (29%)	7 (12%)	0 (0%)	0 (0%)	9 (16%)	58 (100%)
Going to Spectator Sporting Events	Non-Returnee	109 (28%)	31 (8%)	116 (30%)	52 (14%)	10 (3%)	64 (17%)	382 (100%)
	Returnee	23 (40%)	6 (10%)	11 (19%)	9 (15%)	1 (2%)	8 (14%)	58 (100%)
Going to Parties	Non-Returnee	45 (12%)	86 (22%)	160 (42%)	37 (10%)	12 (3%)	42 (11%)	382 (100%)
	Returnee	7 (12%)	20 (34%)	22 (38%)	1 (2%)	0 (0%)	8 (14%)	58 (100%)
Visiting Friends	Non-Returnee	203 (53%)	46 (12%)	39 (10%)	26 (7%)	17 (5%)	51 (13%)	382 (100%)
	Returnee	28 (48%)	11 (19%)	4 (7%)	4 (7%)	1 (2%)	10 (17%)	58 (100%)
Member of Club	Non-Returnee	257 (67%)	35 (9%)	26 (7%)	4 (1%)	4 (1%)	56 (15%)	382 (100%)
	Returnee	39 (67%)	4 (7%)	1 (2%)	1 (2%)	0 (0%)	13 (22%)	58 (100%)
Religious Services	Non-Returnee	54 (14%)	244 (64%)	26 (7%)	3 (1%)	4 (1%)	51 (13%)	382 (100%)
	Returnee	13 (22%)	35 (61%)	2 (3%)	1 (2%)	0 (0%)	7 (12%)	58 (100%)
Vacation	Non-Returnee	89 (23%)	7 (2%)	45 (12%)	144 (37%)	52 (14%)	45 (12%)	382 (100%)
	Returnee	18 (31%)	1 (2%)	6 (10%)	21 (37%)	6 (10%)	6 (10%)	58 (100%)
Dates (asked only	Non-Returnee	243 (64%)	16 (4%)	24 (6%)	15 (4%)	4 (1%)	80 (21%)	382 (100%)
	Returnee		7		3		9	5

Table 3.0-16

Reasons Why Study Group Members Do Not See Their Friends from the Institution *

Reasons Cited	Non-Returnee
No transportation	n = 22 [25%]
Don't want to see them	n = 22 [36%]
Lost contact, moved away	n = 15 [17%]
No time	n = 7 [8%]
Institution prohibits/ discourages contact	n = 4 [4%]
Family prohibits/ discourages contact	n = 2 [2%]
Total Reasons Cited	n = 89 [100%]

* This question was not asked of returnee respondents.

Table 3.0-17

Information Provided to Respondents by the Institution

TYPE OF INFORMATION		INFORMATION WAS PROVIDED	INFORMATION WAS NOT PROVIDED	DON'T KNOW	TOTAL
Medical Records	Non-Returnee	228 (60%)	101 (26%)	53 (14%)	382 (100%)
	Returnee	29 (50%)	21 (36%)	8 (14%)	58 (100%)
School Records	Non-Returnee	103 (27%)	222 (58%)	57 (15%)	382 (100%)
	Returnee	8 (14%)	41 (71%)	9 (15%)	58 (100%)
Behavior Problems	Non-Returnee	173 (45%)	153 (40%)	56 (15%)	382 (100%)
	Returnee	30 (52%)	21 (36%)	7 (12%)	58 (100%)
Employment History	Non-Returnee	103 (27%)	210 (55%)	69 (18%)	382 (100%)
	Returnee	14 (24%)	35 (60%)	9 (16%)	58 (100%)
I.Q. and Other Test Scores	Non-Returnee	184 (48%)	140 (37%)	58 (15%)	382 (100%)
	Returnee	23 (40%)	25 (43%)	10 (17%)	58 (100%)
Functional Levels & Capabilities	Non-Returnee	211 (55%)	117 (31%)	54 (14%)	382 (100%)
	Returnee	34 (59%)	17 (29%)	7 (12%)	58 (100%)
Institutional Training & Programs Received by Residents	Non-Returnee	157 (41%)	168 (44%)	57 (15%)	382 (100%)
	Returnee	20 (34%)	30 (52%)	8 (14%)	58 (100%)
Financial Information	Non-Returnee	122 (32%)	196 (51%)	64 (17%)	382 (100%)
	Returnee	22 (38%)	27 (47%)	9 (15%)	58 (100%)
Other	Non-Returnee	32 (8%)	9 (2%)	341 (90%)	382 (100%)
	Returnee	6 (10%)	3 (5%)	49 (85%)	58 (100%)

Table 3.0-18

Completeness & Accuracy of Information Received by Respondents

TYPE OF INFORMATION		Information Provided was . . .		TOTAL Receiving Information
		Complete	Accurate	
Medical Records	Non-Returnee	115 (50%)	155 (68%)	228 (100%)
	Returnee	14 (48%)	24 (83%)	29 (100%)
School Records	Non-Returnee	49 (48%)	63 (61%)	103 (100%)
	Returnee	6 (75%)	6 (75%)	8 (100%)
Behavior Problems	Non-Returnee	111 (64%)	133 (77%)	173 (100%)
	Returnee	18 (60%)	16 (53%)	30 (100%)
Employment History	Non-Returnee	62 (60%)	85 (82%)	103 (100%)
	Returnee	12 (86%)	14 (100%)	14 (100%)
I.Q. and Other Test Scores	Non-Returnee	141 (77%)	147 (80%)	184 (100%)
	Returnee	15 (65%)	18 (78%)	23 (100%)
Functional Levels & Capabilities	Non-Returnee	124 (59%)	135 (64%)	211 (100%)
	Returnee	17 (50%)	21 (62%)	34 (100%)
Institutional Training & Programs Received by Residents	Non-Returnee	73 (46%)	101 (64%)	157 (100%)
	Returnee	13 (65%)	14 (70%)	20 (100%)
Financial Information	Non-Returnee	90 (74%)	101 (83%)	122 (100%)
	Returnee	17 (77%)	20 (91%)	22 (100%)
Other	Non-Returnee	19 (59%)	22 (69%)	32 (100%)
	Returnee	2 (33%)	4 (67%)	6 (100%)

Table 4.0-1

Number of Respondents Reporting Needed Services as Available in Their Communities*

TYPE OF SERVICE	NON-RETURNEES n = 382	RETURNEES n = 58
Medical Services	363 [95%]	43 [74%]
Dental Services	326 [85%]	36 [62%]
Social/Psychological Counseling	229 [60%]	39 [67%]
Job Counseling	201 [53%]	25 [43%]
Camp	175 [46%]	18 [31%]
Recreational Programs	328 [86%]	41 [71%]
Occupational Therapy	137 [36%]	16 [28%]
Speech Therapy	152 [40%]	13 [22%]
Physical Therapy	58 [15%]	4 [7%]
Legal Assistance	41 [11%]	6 [10%]
Housing Assistance	102 [27%]	7 [12%]

* "Availability" is defined as the composite score of services actually used plus those which were needed but not used. A service not used and not needed was not included in this count. Family respondents were not asked.

Table 4.0-2

Number of Respondents Reporting Needed Training As Available in Their Communities

TYPE OF TRAINING	NON-RETURNEES	RETURNEES
Independence Skills:	n = 382	n = 58
Eating Skills (e.g., feeding and table manners)	175 [46%]	31 [53%]
Toileting Skills	56 [15%]	6 [10%]
Cleaning Skills (e.g., washing and personal hygiene)	207 [54%]	30 [52%]
Dressing Skills	87 [23%]	11 [19%]
Grooming Skills (e.g., personal appearance)	215 [56%]	25 [43%]
Traveling Skills (e.g., getting around the neighborhood)	210 [55%]	21 [36%]
Telephone Skills	172 [45%]	16 [28%]
Dealing with Emergencies (calling fire & police, first aid, etc.)	202 [53%]	15 [26%]
Using Public Agencies (social & community; welfare, utilities, clinics)	107 [28%]	8 [14%]

Table 4.0-2 (continued)

Number of Respondents Reporting Needed Training As Available in Their Communities

TYPE OF TRAINING	NON-RETURNEES	RETURNEES
Physical Skills:	n = 382	n = 58
Motor Skills (e.g., balance, coordination)	123 [32%]	8 [14%]
Sensory Skills (e.g., hearing, vision)	75 [20%]	6 [10%]
Economic Skills:	n = 382	n = 58
Money Management	243 [64%]	35 [60%]
Shopping Skills (e.g., running errands, making purchases)	246 [64%]	28 [48%]
Social Skills:	n = 382	n = 58
Interpersonal Relationships (social behavior, group activity)	200 [52%]	41 [71%]
Behavior Management (managing & controlling personal behavior problems)	271 [71%]	44 [76%]
Domestic Skills:	n = 382	n = 58
Housekeeping	256 [67%]	35 [60%]
Meal Preparation	286 [75%]	34 [59%]

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Table 4.0-2 (continued)

Number of Respondents Reporting Needed Training
As Available in Their Communities

TYPE OF TRAINING	NON-RETURNEES	RETURNEES
Vocational Skills:	n = 382	n = 58
Pre-Vocational Skills	246 [64%]	32 [55%]
Vocational Skills	205 [54%]	21 [36%]
Self-Direction Skills:	n = 382	n = 58
Recreation Skills (arts, crafts, games)	308 [81%]	36 [62%]
Language Skills:	n = 382	n = 58
Reading and Writing	242 [63%]	22 [38%]
Language Skills (e.g., speech, non-verbal communication)	209 [55%]	22 [38%]
Number Skills:	n = 382	n = 58
Pre-Academic Skills (e.g., shapes, sizes, colors)	169 [44%]	16 [28%]
Numbers (e.g., time and numbers)	229 [60%]	22 [38%]

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Table 4.0-3

Availability of Support Services Needed by the Families*

TYPE OF SERVICE	NON-RETURNEES n = 382
Support and/or training prior to client coming to them	129 [34%]
On-going family counseling	209 [55%]
Counsultation for specific problems	276 [72%]
Respite or relief from responsibilities	209 [55%]
Parent or professional associations	191 [100%]

* This data is reported only for non-returnee respondents because of the low number of responses from returnee respondents, often institutional personnel who were unfamiliar with the support services available to the clients' families.

TABLE 4.0-4
PROVIDERS OF SERVICES

SERVICES		INSTITUTION	RESIDENCE	DAY/WORK PROGRAM	COMMUNITY AGENCY	INDIVIDUAL PROVIDER
MEDICAL	Non-Returnee	74(21%)	32(9%)	6(2%)	174(48%)	145(40%)
	Returnee	17(40%)	3(7%)	2(5%)	14(33%)	12(29%)
DENTAL	Non-Returnee	74(25%)	18(6%)	5(2%)	120(40%)	127(42%)
	Returnee	20(62%)	0(0%)	35(100%)	10(31%)	5(16%)
PSYCHOLOGICAL	Non-Returnee	31(14%)	48(22%)	48(22%)	144(67%)	9(4%)
	Returnee	19(53%)	8(22%)	7(19%)	19(53%)	1(3%)
JOB COUNSELING	Non-Returnee	23(12%)	41(21%)	104(53%)	77(39%)	2(1%)
	Returnee	9(41%)	2(9%)	12(55%)	5(23%)	0(0%)
CAMP	Non-Returnee	9(6%)	22(15%)	24(16%)	121(83%)	1(1%)
	Returnee	7(50%)	3(21%)	0(0%)	6(43%)	0 (0%)
RECREATIONAL/ SOCIAL	Non-Returnee	16(5%)	188(59%)	114(36%)	189(59%)	13 (4%)
	Returnee	4(11%)	21(58%)	13(36%)	15(42%)	0 (0%)
OCCUPATIONAL THERAPY	Non-Returnee	6(5%)	27(22%)	82(66%)	27(22%)	1 (1%)
	Returnee	0(0%)	4(27%)	6(40%)	4(27%)	0 (0%)
SPEECH THERAPY	Non-Returnee	13(11%)	23(19%)	57(48%)	65(55%)	3 (7%)
	Returnee	3(37%)	0(0%)	3(37%)	5(62%)	0 (0%)
PHYSICAL THERAPY	Non-Returnee	12(30%)	10(25%)	13(45%)	26(65%)	3 (7%)
	Returnee	2(67%)	1(33%)	0(0%)	1(33%)	0 (0%)
LEGAL ASSISTANCE	Non-Returnee	2(6%)	13(36%)	6(17%)	18(50%)	6 (17%)
	Returnee	1(20%)	1(20%)	0(0%)	3(60%)	2(40%)
HOUSING ASSISTANCE	Non-Returnee	5(5%)	36(37%)	4(4%)	59(61%)	3 (3%)
	Returnee	2(33%)	2(33%)	0(0%)	3(50%)	0 (0%)

*Services may be provided from multiple sources. Therefore, the total may exceed 100%.

Table 4.0-5

PROVIDERS OF TRAINING*

Type of Training		Institution	Residence	Day/ Work Program	Community Agency	Other
Independence Skills:						
Eating Skills	Non-Returnee	N=1 (1%)	N=168 (97%)	N=47 (27%)	N=14 (8%)	N=0 (0%)
	Returnee	N=0 (0%)	N=29 (93%)	N=3 (23%)	N=3 (10%)	N=0 (0%)
Toileting Skill	Non-Returnee	N=1 (2%)	N=59 (100%)	N=24 (43%)	N=3 (5%)	N=0 (0%)
	Returnee	N=0 (0%)	N=6 (100%)	N=1 (17%)	N=2 (33%)	N=0 (0%)
Cleanliness Skills	Non-Returnee	N=1 (0%)	N=194 (95%)	N=47 (23%)	N=18 (9%)	N=0 (0%)
	Returnee	N=0 (0%)	N=29 (97%)	N=8 (27%)	N=3 (10%)	N=0 (0%)
Dressing Skill	Non-Returnee	N=0 (0%)	N=84 (99%)	N=18 (21%)	N=6 (7%)	N=0 (0%)
	Returnee	N=0 (0%)	N=10 (100%)	N=3 (30%)	N=2 (20%)	N=0 (0%)
Grooming	Non-Returnee	N=1 (0%)	N=265 (96%)	N=51 (24%)	N=21 (10%)	N=1 (0%)
	Returnee	N=0 (0%)	N=23 (92%)	N=9 (36%)	N=4 (16%)	N=0 (0%)
Traveling Skills (getting around neighborhood)	Non-Returnee	N=0 (0%)	N=174 (88%)	N=57 (29%)	N=37 (19%)	N=0 (0%)
	Returnee	N=2 (10%)	N=18 (90%)	N=9 (45%)	N=4 (20%)	N=0 (0%)
Telephone Usage	Non-Returnee	N=1 (1%)	N=142 (88%)	N=46 (29%)	N=18 (11%)	N=0 (0%)
	Returnee	N=1 (5%)	N=16 (80%)	N=5 (25%)	N=2 (10%)	N=0 (0%)
Dealing with Emergencies	Non-Returnee	N=2 (1%)	N=160 (91%)	N=49 (28%)	N=30 (17%)	N=1 (1%)
	Returnee	N=0 (0%)	N=13 (93%)	N=5 (36%)	N=3 (21%)	N=0 (0%)
Using Public and Community Agencies	Non-Returnee	N=0 (0%)	N=74 (83%)	N=16 (18%)	N=33 (37%)	N=1 (1%)
	Returnee	N=1 (14%)	N=5 (71%)	N=2 (29%)	N=2 (29%)	N=0 (0%)

*Because of mulitple providers for training, percentages may exceed 100%.

Table 4.C-5

PROVIDERS OF TRAINING
(Continued)

Type of Training		Institution	Residence	Day/ Work Program	Community Agency	Other
Physical Skills:						
Motor skills	Non-Returnee	N=10(9%)	N=65(56%)	N=72(61%)	N=15(13%)	N=1 (1%)
	Returnee	N=0 (0%)	N=7 (87%)	N=3 (37%)	N= 2(25%)	N=0 (0%)
Sensory skills	Non-Returnee	N=8(11%)	N=32(44%)	N=38(53%)	N= 19(26%)	N=7 (10%)
	Returnee	N=1(25%)	N=4 (100%)	N=3(75%)	N=3 (75%)	N=0 (0%)
Economic Skills:						
Money management	Non-Returnee	N=3(1%)	N=176(76%)	N=109(47%)	N=49(21%)	N=3 (1%)
	Returnee	N=4(13%)	N=27(87%)	N=16(52%)	N=3(10%)	N=0 (0%)
Shopping skills	Non-Returnee	N=0 (0%)	N=210(88%)	N=56(23%)	N=36(15%)	N=4 (2%)
	Returnee	N=3 (11%)	N=24(88%)	N=6 (22%)	N=3(11%)	N=1 (%)
Social Skills:						
Interpersonal Relationships	Non-Returnee	N=6 (2%)	N=244(83%)	N=160(54%)	N=77(26%)	N=4 (1%)
	Returnee	N=5(12%)	N=36(90%)	N=17(42%)	N=7(17%)	N=0 (0%)
Behavior Management	Non-Returnee	N=7 (3%)	N=233(87%)	N=142(53%)	N=50(19%)	N=0 (0%)
	Returnee	N=6 (14%)	N=39(91%)	N=20(47%)	N=10(23%)	N=0 (0%)
Domestic Skills:						
Housekeeping	Non-Returnee	N=2 (1%)	N=235(92%)	N=51(20%)	N=24(9%)	N=1 (0%)
	Returnee	N=0 (0%)	N=32(100%)	N=5(16%)	N=2 (6%)	N=0 (0%)
Meal Preparation	Non-Returnee	N=2 (1%)	N=235(92%)	N=63(22%)	N=26(9%)	N=0 (0%
	Returnee	N=0 (0%)	N=33(100%	N=7 (22%)	N=2 (6%)	N=2 (%)

Table 4.0-5

PROVIDERS OF TRAINING

(Continued)

Type of Training		Institution	Residence	Day/ Work Program	Community Agency	Other
Vocational Skills:		▩	▩	▩	▩	▩
Prevocational	Non-Returnee	N=4 (2%)	N=93(39%)	N=184(76%	N=44(18%)	N=0 (0%)
	Returnee	N=4(13%)	N=16(53%)	N=24(80%)	N=6(20%)	N=0 (0%)
Vocational	Non-Returnee	N=1 (0%)	N=22(11%)	N=164(84%	N=37(19%)	N=2 (1%)
	Returnee	N=2 (11%)	N=2 (11%)	N=18(100%	N=4 (22%)	N=0 (0%)
Self-Direction Skills:		▩	▩	▩	▩	▩
Recreation	Non-Returnee	N=14 (5%)	N=238(78%)	N=157(51%	N=105(34%)	N=7 (2%)
	Returnee	N=1 (3%)	N=26 (74%	N=16(46%)	N=8 (23%	N=1 (3%)
Language Skills:		▩	▩	▩	▩	▩
Language	Non-Returnee	N=16(8%)	N=117(61%)	N=108(57%)	N=52(27%)	N=2 (1%)
	Returnee	N=3 (14%)	N=11(52%)	N=11(52%)	N=7(33%)	N=0 (0%)
Reading	Non-Returnee	N=5 (2%)	N=112(50%	N=148(66%	N=50(22%	N=2 (1%)
	Returnee	N=1 (5%)	N=14(70%)	N=12(60%)	N=4(20%)	N=0 (0%)
Number Skills:		▩	▩	▩	▩	▩
Pre-Academic	Non-Returnee	N=11(7%)	N=70(42%)	N=118(72%	N=31(19%	N=0 (0%)
	Returnee	N=3(19%)	N=4(25%)	N=139(63%	N=43(19%	N=1 (0%)
Numbers	Non-Returnee	N=3 (4%)	N=11(57%)	N=139(62%)	N=43(19%)	N=1 (0%)
	Returnee	N=3(14%)	N=11(52%)	N=13(62%	N=5(24%)	N=0 (0%)

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Table 4.6-6

Providers of Family Support Services*-**

TYPES OF SERVICES	INSTITUTION	RESIDENCE	DAY PROGRAM	COMMUNITY AGENCY	OTHER
Support/Training	45 (35%)	21 (16%)	3 (2%)	49 (38%)	6 (5%)
On-Going Counseling	68 (33%)	24 (11%)	15 (7%)	101 (48%)	2 (<1%)
Consultation	102 (37%)	48 (17%)	26 (9%)	150 (54%)	11 (4%)
Respite	57 (27%)	92 (44%)	9 (4%)	49 (23%)	1 (<1%)
Parent Associations	5 (3%)	7 (4%)	6 (3%)	110 (58%)	3 (2%)

* Percentages may exceed 100% because of multiple provider sources.

** This information is presented from responses of non-returnee respondents only.

Table 4.0-7

Respondents' Satisfaction with Support Services Available to Study Group

DEGREE OF SATISFACTION	NON-RETURNEES	RETURNEES
Satisfied	299 [78%]	30 [52%]
Neither Satisfied Nor Dissatisfied	40 [11%]	6 [10%]
Dissatisfied	39 [10%]	19 [33%]
Don't Know	4 [1%]	3 [5%]
TOTAL	382 [100%]	58 [100%]

Table 4.0-8

Families' Satisfaction with Support Services Available to Them*

DEGREE OF SATISFACTION	NON-RETURNEES
Satisfied	243 [64%]
Neither Satisfied Nor Dissatisfied	46 [12%]
Dissatisfied	42 [11%]
Don't Know	51 [13%]
TOTAL	382 [100%]

* This information is reported only for non-returnee respondents.

Table 4.0-9

Interviewer's Perception of the Amount of Community Support Rendered to the Client

Degree of Support	Non-Returnees (n=377)	Returnees (n=52)
Great amount of community support	121 [36%]	5 [10%]
Some community support	135 [40%]	7 [14%]
Small amount of community support	49 [15%]	8 [15%]
Virtually no community support	25 [7%]	9 [17%]
Cannot determine	7 [2%]	23 [44%]

Table 4.0-10

Existence of More Supervised Residential Settings

CATEGORY	NON-RETURNEES	RETURNEES
Existence of More Supervised Alternative Settings	137 [36%]	14 [24%]
No More Supervised Alternatives Available	238 [62%]	43 [74%]
Don't Know	7 [2%]	1 [2%]
TOTAL	382 [100%]	58 [100%]

Table 4.0-11

Types of Alternative More Supervised Settings Available

TYPE OF SETTINGS	NON-RETURNEES	RETURNEES
Family's Home	21 [8%]	13 [20%]
Foster Home	52 [19%]	4 [6%]
Group Home	184 [65%]	22 [33%]
Nursing Home	20 [7%]	26 [39%]
Residential School	4 [1%]	1 [2%]
TOTAL RESPONSES	281 [100%]	66 [100%]

Table 4.0-12

Existence of Less Supervised Residential Settings

CATEGORY	NON-RETURNEES	RETURNEES
Existence of Less Supervised Alternative Settings	177 [46%]	20 [35%]
No Less Supervised Alternatives Available	132 [35%]	32 [55%]
Don't Know	73 [19%]	6 [10%]
TOTAL	382 [100%]	58 [100%]

Table 4.0-13

Types of Less Supervised Settings Available

TYPES OF SETTINGS	NON-RETURNEES	RETURNEES
Family's Home	2 [1%]	0 -----
Foster Home	12 [6%]	4 [17%]
Group Home	55 [28%]	7 [31%]
Semi-Independent Setting	117 [60%]	12 [52%]
Other	10 [5%]	0 -----
TOTAL RESPONSES	196 [100%]	23 [100%]

Table 4.0-14

Respondents' Perception of Friendliness of Neighborhood & Community

CATEGORY		VERY FRIENDLY	NEUTRAL	NOT FRIENDLY	DON'T KNOW	TOTAL
Community	Non-Returnee	n=31 (8%)	n=25 (7%)	n=128 (33%)	n=198 (52%)	n=382 (100%)
	Returnee	n=13 (22%)	n= 1 (2%)	n= 17 (29%)	n= 27 (47%)	n= 58 (100%)
Neighborhood	Non-Returnee	n=224 (59%)	n=66 (17%)	n = 5 (1%)	n= 87 (23%)	n=382 (100%)
	Returnee	n=24 (41%)	n=21 (36%)	n = 5 (9%)	n = 8 (14%)	n= 58 (100%)

Table 5.0-1

Initial Residential Placements Upon Release from the Institution

Type of Setting	Non-Returnees	Returnees
Group Home	247 [67%]	28 [50%]
Natural/Adoptive Home	47 [13%]	6 [11%]
Foster Home	42 [11%]	18 [32%]
Semi-Independent	20 [6%]	4 [7%]
Nursing Home	8 [2%]	0
Independent	5 [1%]	0
TOTALS	369 [100%]	56 [100%]

Table 5.0-2

Current Residential Settings for Non-Returnees

TYPE OF SETTING	NON-RETURNEES
Natural/adoptive homes	55 [14%]
Foster homes	53 [14%]
Group homes	188 [49%]
Semi-Independent living	40 [10%]
Independent living situations	46 [12%]
TOTALS	382 [100%]

Table 5.0-3

Residential Settings of Returnees Immediately Prior to Readmission

TYPE OF SETTING	RETURNEES
Natural/adoptive homes	6 [10%]
Foster homes	25 [43%]
Group homes	21 [36%]
Semi-Independent living	4 [7%]
Independent living situations	2 [4%]
TOTALS	58 [100%]

Table 5.0-4

Expected Residential Placements One Year from Now

Type of Setting	Non-Returnees	Returnees
Group Home	140 [38%]	13 [27%]
Independent Living Situation	61 [17%]	1 [2%]
Semi-Independent Living Situation	56 [15%]	2 [4%]
Foster Home	53 [14%]	6 [12%]
Natural/Adoptive Home	49 [13%]	0
Residential Institution	3 [1%]	25 [51%]
Other	6 [2%]	2 [4%]
TOTAL	368 [100%]	49 [100%]

Table 5.0-5

Average Number of Months Spent in Residential Settings For Those Clients Who Moved At Least Once

	NON-RETURNEES	RETURNEES
Ave. stay in 1st Setting	n=138 13.3 months	n=17 9.7 months
Ave. stay in 2nd Setting	n=64 8.4 months	n=9 4.8 months
Ave. stay in 3rd or more setting	n=55 5.4 months	n=4 3.4 months

Table 5.0-6

Number and Percent of Reasons Given for Leaving Residential Settings for Both Non-Returnees and Returnees

REASON CITED	NON-RETURNEES	RETURNEES
Resident did not want to stay there	69 [24%]	4 [11%]
Others responsible did not want resident to stay there	60 [21%]	6 [16%]
Resident completed the age, skill or time limit of the residence	58 [20%]	3 [8%]
Residence closed--went out of existence	27 [9%]	5 [13%]
Residence did not want resident to continue	26 [9%]	7 [18%]
Resident moved away from the area	4 [1%]	2 [5%]
Other reasons*	46 [16%]	11 [29%]
TOTAL REASONS CITED	290 [100%]	38 [100%]

* These "other" reasons were generally "for personal reasons," i.e., the respondent was not willing to elaborate on the reasons the study group member changed settings. "Family problems" were frequently mentioned as another reason clients moved.

Table 5.0-7

What Study Group Likes About Their Residence

Reasons Mentioned	Non-Returnees	Returnees
Friendly people	178 [31%]	22 [24%]
Freedom/ Independence	90 [16%]	12 [13%]
Participating in social/recreational activities	70 [12%]	26 [28%]
Learning new skills	57 [10%]	3 [3%]
Attractive Environment	48 [9%]	7 [8%]
Having one's own room	38 [7%]	5 [6%]
Good Food	28 [5%]	3 [3%]
Having one's own possessions	27 [5%]	3 [3%]
Peace & Quiet	17 [3%]	--
Nothing resident really likes	13 [2%]	11 [12%]
TOTAL REASONS CITED	566 [100%]	92 [100%]

Table 5.0-8

What Study Group Does Not Like About Residences

Reasons Cited	Non-Returnees	Returnees
Nothing resident does not like about residence	232 [39%]	15 [16%]
Unfriendly people	290 [49%]	57 [63%]
Not enough freedom	29 [5%]	10 [11%]
Not enough privacy	11 [2%]	--
No peace & quiet	11 [2%]	--
Inadequate physical environment	8 [1%]	2 [2%]
Not enough social/recreational activities	4 [1%]	6 [7%]
Not enough training	1 [<1%]	--
Food is bad	2 [<1%]	1 [1%]
TOTAL REASONS CITED	588 [100%]	91 [100%]

Table 5.0-9

Types of Settings in Which Study Group Would Prefer to Live

Type of Preferred Setting	Non-Returnees	Returnees
Own home or apartment	61 [48%]	4 [11%]
Natural home	48 [37%]	10 [29%]
Group home	9 [7%]	12 [34%]
Semi-Independent setting	6 [5%]	1 [3%]
Another ward or	3 [2%]	1 [3%]
Community setting previously lived in	1 [1%]	5 [14%]
Other	-	2 [6%]
TOTALS	128 [100%]	35 [100%]

Table 6.0-1

Current Residential Settings for Non-Returnees

TYPE OF SETTING	NON-RETURNEES
Natural/adoptive homes	55 [14%]
Foster homes	53 [14%]
Group homes	188 [49%]
Semi-Independent living	40 [10%]
Independent living situations	46 [12%]
TOTALS	382 [100%]

Table 6.0-2

Residential Settings of Returnees Immediately Prior to Readmission

TYPE OF SETTING	RETURNEES
Natural/adoptive homes	6 [10%]
Foster homes	25 [43%]
Group homes	21 [36%]
Semi-Independent living	4 [7%]
Independent living situations	2 [4%]
TOTALS	58 [100%]

Table 6.0-3

Type of Dwelling for Different Residential Settings

TYPE OF DWELLING	TYPE OF RESIDENTIAL SETTING					TOTAL
	Natural/ Adoptive Home	Foster Home	Group Home	Semi-Independent Setting	Independently Living Setting	
Single Family Dwelling	46 [84%]	42 [84%]	122 [65%]	9 [22%]	8 [17%]	227 [60%]
Two to Four Family Dwelling	1 [2%]	1 [2%]	11 [6%]	14 [35%]	12 [26%]	39 [10%]
Five or More Family Dwelling	2 [4%]	--- ---	8 [4%]	8 [20%]	1] [26%]	30 [8%]
Rooming or Boarding House, YMCA, Etc.	--- ---	--- ---	--- ---	1 [2%]	5 [12%]	6 [2%]
Trailer (Mobile Home)	2 [4%]	1 [2%]	--- ---	--- ---	--- ---	3 [1%]
Not Ascertainable	2 [4%]	5 [10%]	17 [9%]	6 [16%]	8 [17%]	38 [10%]
Other	1 [2%]	1 [2%]	30 [16%]	2 [5%]	2 [5%]	35 [9%]
TOTALS	54 [100%]	50 [100%]	188 [100%]	40 [100%]	46 [100%]	378 [100%]

Table 6.0-4

Type of Street of Study Group Residences by Type of Setting

TYPE OF STREET	TYPE OF SETTING:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEP. LIVING	INDEPENDENT LIVING SETTING	
Residential Street	34 [64%]	31 [62%]	121 [64%]	25 [64%]	23 [50%]	234 [62%]
Mixed Street	5 [9%]	2 [4%]	26 [14%]	7 [18%]	7 [15%]	47 [12%]
Business District	1 [2%]	0 [0%]	10 [5%]	0 [0%]	4 [9%]	15 [4%]
Industrial District	1 [2%]	0 [0%]	0 [0%]	0 [0%]	1 [2%]	2 [1%]
Rural	9 [17%]	12 [24%]	12 [6%]	2 [5%]	3 [6%]	38 [10%]
Not Ascertainable	3 [6%]	5 [10%]	19 [10%]	5 [13%]	8 [17%]	40 [11%]
TOTAL	53 [100%]	50 [100%]	188 [99%]	39 [100%]	46 [99%]	376 [100%]

Table 6.0-5

Distance of Study Group Residences from a Shopping District by Type of Setting

DISTANCE OF HOME FROM SHOPPING AREA	TYPE OF SETTING:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEPENDENT LIVING	INDEPENDENT LIVING SETTING	
Less than One-Half Mile	22 [40%]	26 [51%]	138 [74%]	31 [77%]	40 [87%]	257 [68%]
One-Half to One Mile	11 [20%]	10 [20%]	19 [10%]	6 [15%]	4 [9%]	50 [13%]
More than One Mile	22 [40%]	15 [29%]	29 [16%]	3 [7%]	2 [4%]	71 [19%]
TOTAL	55 [100%]	51 [100%]	186 [100%]	40 [99%]	46 [100%]	378 [100%]

Table 6.0-6

Distance of Residences from Public Transportation by Type of Setting

DISTANCE OF HOME FROM A BUS, TROLLEY, OR SUBWAY	TYPE OF SETTING:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEPENDENT LIVING	INDEPENDENT LIVING SETTING	
Less than One-Half Mile	22 [40%]	17 [33%]	108 [58%]	23 [57%]	27 [59%]	197 [52%]
One-Half to One Mile	4 [7%]	9 [18%]	2 [1%]	2 [5%]	5 [11%]	22 [6%]
More than One Mile	5 [9%]	6 [12%]	9 [5%]	1 [2%]	1 [2%]	22 [6%]
No Public Transportation Available	24 [44%]	19 [37%]	67 [36%]	14 [35%]	13 [28%]	137 [36%]
TOTAL	55 [100%]	51 [100%]	186 [100%]	40 [99%]	46 [100%]	378 [100%]

Table 6.0-7

Frequency of Public Transportation by Type of Residential Setting

HOW OFTEN BUS OR SUBWAY RUNS	TYPE OF SETTING:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEPENDENT LIVING	INDEPENDENT LIVING SETTING	
At least once every half-hour	10 [33%]	11 [39%]	44 [38%]	13 [52%]	9 [29]	87 [38%]
About once every hour	9 [30%]	6 [22%]	43 [37%]	11 [44%]	12 [39%]	81 [35%]
Two to six times a day	11 [37%]	11 [29%]	29 [25%]	1 [4%]	10 [32%]	62 [27%]
TOTAL	30 [100%]	28 [100%]	116 [100%]	25 [100%]	31 [100%]	230 [100%]

Interior Condition of Study Group Homes by Type of Setting

CONDITION OF INTERIOR	TYPES OF SETTINGS:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEPENDENT LIVING	INDEPENDENT LIVING SETTING	
Excellent Condition (in excellent repair, well painted)	31 [58%]	31 [62%]	101 [54%]	21 [53%]	16 [36%]	200 [53%]
Moderate Condition (moderately well kept up, but in need of some repairs)	12 [23%]	11 [22%]	61 [32%]	13 [32%]	11 [24%]	108 [29%]
Poor Condition (in poor condition, paint peeling off walls, falling apart)	7 [13%]	3 [6%]	0 [0%]	0 [0%]	10 [22%]	20 [5%]
Not Ascertainable (interview held outside of client's residence)	3 [6%]	5 [10%]	26 [14%]	6 [15%]	8 [18%]	48 [13%]
TOTAL	53 [100%]	50 [100%]	188 [100%]	40 [100%]	45 [100%]	376 [100%]

Table 6.0-9

Homelike Scale of Settings by Type of Residential Setting

HOMELIKE SCALE	TYPE OF SETTING:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEPENDENT LIVING	INDEPENDENT LIVING SETTING	
HIGH (Residence is very homelike, e.g., comfortable furnishings, personal possessions, visible homelike rhythms to daily activities)	49 [92%]	44 [88%]	149 [79%]	28 [70%]	32 [73%]	302 [81%]
MODERATE (Residence has some homelike aspects but also has some institutional touches, e.g., few pictures or personal possessions visible)	1 [2%]	1 [2%]	12 [6%]	6 [15%]	3 [7%]	23 [6%]
LOW (Residence is very institutional, e.g., sign on front door, pay telephone, no personal possessions visible)	------ ------	------ ------	1 [1%]	------ ------	------ ------	1 [<1%]
NOT ASCERTAINABLE (interview was held outside of client's residence)	3 [6%]	5 [10%]	26 [14%]	6 [15%]	9 [20%]	49 [13%]
TOTAL	53 [100%]	50 [100%]	188 [100%]	40 [100%]	44 [100%]	375 [100%]

Table 6.0-10

Cleanliness of Dwellings by Type of Residential Setting

CLEANLINESS OF HOME	TYPE OF SETTING:					TOTAL
	NATURAL HOME	FOSTER HOME	GROUP HOME	SEMI-INDEPENDENT LIVING	INDEPENDENT LIVING SETTING	
Very Clean	34 [67%]	28 [64%]	117 [72%]	19 [56%]	16 [44%]	214 [65%]
Reasonably Clean	7 [14%]	10 [23%]	36 [22%]	14 [41%]	11 [31%]	78 [24%]
Somewhat Dirty	4 [87%]	6 [14%]	10 [6%]	1 [3%]	4 [11%]	25 [8%]
Extremely Dirty	6 [12%]	------ ------	------ ------	------ ------	5 [14%]	11 [3%]
TOTAL	51 [101%]	44 [101%]	163 [100%]	34 [100%]	36 [100%]	328 [100%]

Table 6.0-11

Average Number of Other Residents in Non-Returnee Settings

TYPE OF RESIDENCE	NON-RETURNEE
Natural Home	5 people
Foster Home	7 people
Group Home	12 people
Semi-Independent Setting	8 people
Independent Setting	1 person
Across All Non-Returnee Settings	9 persons

Table 6.0-12

Historical Information on Settings

TYPE OF SETTING	Average Number of Years Setting Has Been Home for Mentally Retarded Persons	Average Number of Different Mentally Retarded Persons Who Have Lived in Setting
Foster Homes	4 years	5 persons
Group Homes	3 years	15 persons
Semi-Independent Setting	3 years	21 persons
Across All Three Types of Settings	3 years	14 persons

Table 6.0-13

Length of Stay Rules*

EXISTENCE OF RULES	GROUP HOMES n = 186	SEMI-INDEPENDENT n = 40
Minimum Stay Rule	12 (7%)	8 (20%)
Average Number of Months Minimally Expected	3 months	8 months
Maximum Stay Rule	11 (6%)	2 (1%)
Average Number of Months Maximally Expected	11 months	5 months

* This question was asked only of respondents in foster, group, and semi-independent settings. No foster homes had such requirements and therefore are not listed in the table.

Table 6.0-14

Allowable Activities in Non-Returnee Settings

ACTIVITIES	NATURAL HOME n=55	FOSTER HOME n=53	GROUP HOME n=188	SEMI-INDEP LIVING n=40	TOTAL n=336
Have Guests for Dinner	45 (82%)	40 (75%)	166 (88%)	38 (95%)	289 (86%)
Have Overnight Guests	34 (62%)	27 (51%)	kk3 (60%)	26 (65%)	200 (60%)
Come and Leave Home at Will	9 (16%)	7 (13%)	52 (28%)	31 (77%)	99 (29%)
Go to Sleep at Hour Decided Upon	32 (58%)	34 (64%)	132 (70%)	36 (90%)	234 (70%)
Wear Clothing of His/Her Own Choice of Style	43 (78%)	45 (85%)	157 (83%)	39 (98%)	284 (85%)
Decide What Clothes to Purchase	36 (65%)	37 (70%)	149 (79%)	36 (90%)	258 (77%)
Wear Hair in His/Her Own Choice of Style	41 (75%)	36 (68%)	151 (80%)	38 (95%)	266 (79%)
Decide How to Spend Own Money	33 (60%)	42 (79%)	139 (64%)	31 (77%)	245 (73%)
Go on Dates* Outside of the Home	16 (29%)	13 (24%)	131 (70%)	35 (87%)	195 (58%)
Drink Alcoholic Beverages in the Home**	19 (35%)	7 (13%)	60 (32%)	26 (65%)	112 (33%)
Decide When to Make Appointments*	11 (20%)	8 (15%)	105 (56%)	28 (70%)	152 (45%)

* Asked only of clients over age 12.

** Asked only of clients over age 18 or the age of majority in the state.

Table 6.0-15

Frequency of Participation in Allowable Activities*

ACTIVITIES	NOT ALLOWED	NEVER	SELDOM	OCCASIONALLY	FREQUENTLY	NOT APPLICABLE	TOTAL
Have guests for dinner	12 (4%)	128 (42%)	62 (21%)	73 (24%)	21 (7%)	6 (2%)	302 (100%)
Have overnight guests	94 (32%)	139 (47%)	28 (9%)	21 (7%)	8 (3%)	5 (2%)	295 (100%)
Come and leave home at will	204 (66%)	3 (1%)	2 (1%)	18 (6%)	80 (26%)	----- -----	307 (100%)
Go to sleep at hour decided upon	83 (26%)	0 (0%)	6 (2%)	22 (7%)	198 (62%)	10 (3%)	319 (100%)
Wear clothing of own choosing	33 (10%)	2 (1%)	4 (1%)	36 (11%)	238 (75%)	5 (2%)	318 (100%)
Decide what clothes to purchase	51 (16%)	6 (2%)	11 (3%)	56 (18%)	180 (59%)	6 (2%)	310 (100%)
Wear hair in own choice of style	48 (15%)	12 (4%)	2 (1%)	10 (3%)	238 (75%)	5 (2%)	315 (100%)
Decide how to spend own money	62 (20%)	3 (1%)	6 (2%)	48 (16%)	183 (59%)	6 (2%)	308 (100%)
Go on dates outside of the home	67 (25%)	102 (39%)	21 (8%)	36 (14%)	32 (12%)	5 (2%)	263 (100%)
Drink alcoholic beverages in the home	158 (58%)	40 (15%)	18 (7%)	44 (16%)	8 (3%)	2 (1%)	270 (100%)
Decide when to make own appointments w/social agencies, drs., social worker	120 (44%)	50 (18%)	17 (6%)	37 (14%)	44 (16%)	5 (2%)	273 (100%)

* This information was collected from respondents for non-returnees only.

Table 6.0-16

Types of Staff in Group and Semi-Independent Settings

TYPES OF STAFF	GROUP HOMES		SEMI-INDEPENDENT HOMES	
Housemanagers and Staff	412	(78%)	51	(60%)
Social Workers and Counselors	89	(17%)	25	(30%)
Therapists, Programmers	11	(2%)	2	(2%)
Non-Professional Support Staff	13	(3%)	7	(8%)
Average Number of Staff Per Setting	3	------	2	------
Total Staff	525	(100%)	85	(100%)

Table 6.0-17

Adults in Natural/Adoptive & Foster Homes

TYPE OF PERSON	NATURAL/ ADOPTIVE HOME	FOSTER HOME
Woman Present in the House	53 (96%)	51 (96%)
Man Present in the House	43 (81%)	42 (82%)

Table 6.0-18

Average Number of Hours of Volunteers in Group Homes & Semi-Independent Settings

	GROUP HOMES	SEMI-INDEPENDENT HOMES
NON-RETURNEE	9 hours/week (n = 57 homes)	15 hours/week (n = 11 settings)

Table 6.0-19

Number of Group and Semi-Independent Settings With Married Housemanagers

	GROUP HOMES (n = 160)	SEMI-INDEPENDENT HOMES (= 25)
NON-RETURNEE	142 (89%)	10 (40%)

Table 6.0-20

Average Years of Education and Previous Experience Across All Settings

CATEGORY	NON-RETURNEES
Average Number of Years of Education	13 years
Average Number of Years of Previous Experience	7 years

Table 6.0-21

Staff Education and Previous Experience

STAFF EDUCATION & EXPERIENCE	NATURAL/ ADOPTIVE HOMES	FOSTER HOMES	GROUP HOMES	SEMI-INDEPENDENT LIVING SETTINGS
Average Number of Years in School	11 years	12 years	15 years	15 years
Most Common Type of Degree	High School Diploma	High School Diploma	Bachelor's Degree	Bachelor's Degree
Most Common Type of Majors	---------	----------	Psychology Education	Psychology Education
Most Common Type of Previous Experience	Had mentally retarded friend	Attendant position ---------- Had mentally retarded fr.	Social Worker ---------- Attendant	Volunteer
Average Number of Years Working with the Mentally Retarded	19 years	9 years	4 years	4 years

Table 6.0-22

Aspects of Caring for Mentally Retarded Persons*

ITEM LISTED	LIKE	NEITHER LIKE NOR DISLIKE	DISLIKE	TOTAL
Working with/ helping the mentally retarded	272 [98%]	3 [1%]	2 [1%]	277 [100%]
The educational experience	259 [95%]	15 [5%]	--- ---	274 [100%]
Working with the community and volunteers	213 [82%]	43 [16%]	4 [2%]	260 [100%]
Working with other professionals	213 [80%]	42 [16%]	13 [4%]	268 [100%]
Working with residents' natural families	165 [62%]	68 [26%]	31 [12%]	264 [100%]
Budgeting & financial work required	113 [43%]	85 [32%]	66 [25%]	264 [100%]
The monetary benefits	114 [42%]	96 [35%]	64 [23%]	274 [100%]
Working within the state system	93 [34%]	105 [39%]	72 [27%]	270 [100%]

* Question not asked of natural/adoptive home respondents.

Table 6.0-23

Average Rent and Board Costs

TYPE OF SETTING	NON-RETURNEES
Group Homes	$162 per month (n = 17)
Semi-Independent Setting	$156 per month (n = 26)
Independently Living Setting	$98 per month (n = 16)

Table 6.0-24

Support Service Use & Need*

TYPE OF SERVICE	USED n=382	DID NOT NEED n=382	NEEDED NOT RECEIVED n=382
Support and/or training prior to the client coming	105 (27%)	142 (37%)	89 (23%)
On-going counseling	193 (51%)	115 (30%)	43 (11%)
Consultation for handling specific problems	261 (68%)	60 (16%)	24 (6%)
Relief or respite from responsibilities	187 (49%)	95 (25%)	30 (8%)
Parent or professional associations	144 (38%)	129 (34%)	56 (15%)
Other	27 (7%)	2 (1%)	28 (7%)

* This information was collected only from respondents for non-returnees.

Table [illegible]-25

Support Service Use and Need by Type of Setting

TYPE OF SERVICE	NATURAL/ADOPTIVE HOME n = 55			FOSTER HOME n = 53			GROUP HOME n = 188			SEMI-INDEPENDENT HOME n = 40		
	USED	DID NOT NEED	NEEDED NOT RECEIVE	USED	DID NOT	NEEDED NOT	USED	DID NOT NEED	NEEDED NOT RECEIVED	USED	DID NOT NEED	NEEDED NOT RECEIVED
Support and/or training prior to client coming to this setting	4 (7%)	31 (56%)	15 (27%)	18 (34%)	29 (55%)	8 (15%)	63 (34%)	59 (31%)	62 (33%)	20 (50%)	23 (57%)	4 (10%)
On-going counseling	7 (13%)	31 (56%)	10 (18%)	8 (15%)	30 (57%)	8 (15%)	149 (79%)	43 (23%)	21 (11%)	29 (72%)	11 (27%)	4 (10%)
Consultation for handling specific problems	18 (33%)	25 (45%)	10 (18%)	30 (57%)	14 (26%)	6 (11%)	175 (93%)	18 (10%)	7 (4%)	38 (95%)	3 (7%)	1 (2%)
Respite or relief from responsibilities	13 (24%)	25 (45%)	12 (22%)	24 (45%)	28 (53%)	1 (2%)	148 (79%)	31 (16%)	15 (8%)	2 (5%)	11 (27%)	2 (5%)
Parent or professional associations	14 (25%)	25 (45%)	11 (20%)	22 (41%)	29 (55%)	2 (4%)	90 (48%)	58 (31%)	38 (20%)	18 (45%)	17 (42%)	5 (12%)
Other	3 (5%)	1 (2%)	3 (5%)	2 (4%)	0 (0%)	4 (8%)	22 (12%)	0 (0%)	18 (10%)	0 (0%)	1 (2%)	3 (7%)

Table 6.0-26

Frequency of Support Service Use by Respondents

TYPES OF SERVICES	DID NOT USE	Did Use at Least . . .				NO DATA
		ONCE A WEEK	ONCE A MONTH	ONCE A YEAR	OTHER	
Support and/or training prior to client's arrival at the home (n=336)	231 (69%)	42 (13%)	18 (5%)	13 (4%)	25 (7%)	7 (2%)
On-going counseling (n=351)	158 (45%)	50 (14%)	53 (15%)	71 (20%)	10 (3%)	9 (3%)
Consultation (n=345)	84 (24%)	91 (26%)	98 (28%)	33 (10%)	33 (10%)	6 (2%)
Respite or relief from responsibilities (n=312)	125 (40%)	90 (29%)	30 (10%)	57 (18%)	11 (3%)	0 (0%)
Parent or professional associations (n=329)	185 (56%)	25 (8%)	69 (21%)	38 (12%)	5 (1%)	7 (2%)
Other (n=57)	30 (53%)	8 (14%)	9 (16%)	4 (7%)	4 (7%)	2 (3%)

Providers of Family Support Services of Those Who Used Services*

TYPES OF SERVICES	INSTITUTION	RESIDENCE	DAY ACTIVITIES PROGRAM	COMMUNITY AGENCY	OTHER	TOTAL PROVIDER SERVICES
Support and/or training prior to client's coming to the residence	17 (19%)	20 (22%)	3 (3%)	49 (54%)	2 (2%)	91 (100%)
On-going counseling	34 (20%)	20 (12%)	14 (8%)	101 (59%)	2 (1%)	171 (100%)
Consultation for handling specific problems	67 (23%)	42 (14%)	22 (8%)	150 (52%)	10 (3%)	291 (100%)
Respite or relief from responsibilities	26 (17%)	67 (45%)	9 (6%)	49 (32%)	0 (0%)	151 (100%)
Parent or professional associations	1 (1%)	6 (5%)	3 (2%)	110 (90%)	3 (2%)	123 (100%)
Other	3 (14%)	1 (4%)	3 (14%)	15 (68%)	0 (0%)	22 (100%)

---

* This information was collected only from respondents of non-returnees.

Table 7.0-1

Current Day Placements of Study Group*

Type of Placement	Non-Returnees (n-382)	Returnees** (n=58)
Job (i.e., competitive or sheltered employment)	n=217 [57%]	n=28 [48%]
School (i.e., attend classes in day or night)	n=157 [41%]	n=14 [24%]
Special day activity center or program	n=105 [28%]	n=14 [24%]
No school, work, or day activity program	n=33 [9%]	n=13 [23%]

* These percentages will not equal 100% because some clients participate in more than one type of day activity.

* This refers to their day placement prior to readmission to the institution.

Table 7.0-2

Type of Work Placement

Type of Work Placement	Non-Returnee (n=216)	Returnee (n=28)
Regular job, i.e.: competitive employment	54 [25%]	5 [18%]
Sheltered job, i.e.: sheltered workshop, rehabilitation center or job training center	163 [75%]	23 [82%]

Table 7.0-3

Types of School Attended

Type of School	Non-Returnees (n=155)	Returnees (n=13)
Day Public School	n=51 [33%]	n=5 [39%]
Night Public School	n=33 [22%]	n=2 [15%]
Day Private School	n=9 [6%]	-
Night Private School	n=1 [1%]	-
Other School Program (D)	n=42 [27%]	n=4 [31%]
Other School Program (N)	n=20 [13%]	n=2 [15%]

Table 7.0-4

Types of Classes

Type of Class Attended	Non-Returnees (n=160)	Returnees (n=13)
Regular day class in regular school	n=3 [2%]	-
Regular night class in regular school	n=8 [5%]	-
Special day class in regular school	n=22 [14%]	n=4 [31%]
Special night class in regular school	n=19 [12%]	n=2 [15%]
Special day class in special school	n=54 [34%]	n=3 [23%]
Special night class in special school	n=18 [11%]	
Other day school program	n= 42 [27%]	n=2 [15%]
Other night school program	n=9 [6%]	n=2 [15%]

Table 7.0-5

Length of School Year

	Non-Returnees (n=162)		Returnees (n=9)	
Day School				
Normal School Year	52	[47%]	5	[56%]
Whole School Year	54	[49%]	4	[44%]
Other	4	[4%]	-	
Night School				
Normal School Year	37	[71%]	1	[33%]
Whole School Year	12	[23%]	2	[67%]
Other	3	[6%]	-	

Table 7.0-6

Average Number of Hours In School

	Non-returnees (n=156)	Returnees (n=9)
Average hours in day school	22 hrs/wk	18 hrs/wk
Average hours in night school	4 hrs/wk	5 hrs/wk

Table 7.0-7

Average Number of Months in Current School Program

	Non-Returnees (n=156)	Returnees (n=9)
Day School Attendance	17 months	7 months
Night School Attendance	18 months	10 months

Table 7.0-8

Types of Activities in Day Activity Centers

Activities in Day Activity Centers	Non-Returnees	Returnees
Domestic/Practical Work	43 [20%]	8 [25%]
Pre-vocational Activities	42 [19%]	4 [13%]
Recreation and Leisure Activities	40 [18%]	7 [22%]
Arts and Crafts	28 [15%]	3 [9%]
Academic Training	34 [15%]	5 [16%]
Community/ Socialization Skills	25 [11%]	5 [16%]
Personal Hygiene	8 [4%]	---
Total Types of Activities Cited	220 [100%]	32 [100%]

Table 7.0-9

Time Spent in Day Activity Centers

Time in Day Activity Centers	Non-Returnees (n=105)	Returnees (n=15)
Average number of hrs/wk in center	27 hrs/wk	28 hrs/wk
Average length of time in center	18 months	18 months

Table 7.0-10

Reasons Cited by Respondents for No Day Placement for Client

Reason Cited	Non-Returnees	Returnees
There are not any appropriate programs/ activities/jobs in the community	14 [33%]	6 [55%]
Resident is reluctant or does not want to participate in day program	8 [19%]	1 [9%]
Resident was dropped from a program/job because resident could not keep up with its demands	5 [12%]	2 [18%]
Everyone is having difficulty obtaining/ keeping a job in the community	5 [12%]	----
Resident applied to a program but was excluded because of resident's level of disability	1 [2%]	1 [9%]
There is no room in existing programs/ activities in the community	1 [2%]	----
Don't know	2 [5%]	1 [18%]
Other Reasons *	7 [16%]	-
Total Reasons Cited	43 [100%]	11 [100%]

* Other reasons included medical problems and that the programming available was inadequate.

Table 7.0-11

Expected Future Day Placements of Study Group**

Type of Placement	Non-Returnees (n=384)
Sheltered Workshop	140 [37%]
School	133 [35%]
Competitive Employment	* 108 [28%]
Day Activity Center	101 [27%]
Other Job	3 [1%]
No Activity	8 [2%]

* This information was collected for returnees.

** Does not equal 100% because clients may have multiple day placements.

Table 7.0-12

Reasons Cited for Leaving Day Activity Placements

Reasons For Leaving Day Activity Placements	Non-Returnees	Returnees
Resident completed the program or reached age, skill, or time limit of the program	116 [30%]	3 [11%]
Resident moved away from the area	78 [20%]	4 [14%]
Resident did not want to continue program	65 [17%]	6 [18%]
Program did not want resident to continue	44 [11%]	5 [18%]
Program closed--went out of existence	32 [8%]	1 [4%]
Other responsible for resident did not want him/her to stay	20 [5%]	5 [18%]
Other Reasons	31 [8%]	4 [14%]
TOTAL REASONS CITED	386 [100%]	28 [100%]

Table 7.0-13

Study Group Responses for What They Liked About Work Placement

Reason Cited	Non-Returnees	Returnees
Job is interesting/ easy	132 [39%]	20 [57%]
Workers are friendly/ nice	88 [26%]	8 [23%]
Boss is friendly	45 [13%]	3 [9%]
Fun to earn salary	52 [15%]	4 [11%]
Good to be ones own boss	2 [1%]	-
Job gives resident something to do during the day	13 [4%]	2 [6%]
Nothing about job which resident really likes	5 [1%]	1 [3%]
TOTAL REASONS GIVEN	337 [100%]	35 [100%]

Table 7.0-14

Study Group Responses For What They Didn't Like About Work Placements

Reason Cited	Non-Returnee	Returnee
Nothing really bothers resident about work	236 [52%]	23 [34%]
Job is too difficult, uninteresting	58 [13%]	15 [22%]
Workers aren't friendly/nice	42 [9%]	12 [17%]
Resident doesn't like to get up early for work	40 [9%]	4 [6%]
Boss isn't friendly	28 [6%]	3 [4%]
Work doesn't pay enough	26 [6%]	5 [7%]
Resident doesn't like to take orders from other people	21 [5%]	6 [9%]
TOTAL REASONS CITED	451 [100%]	68 [100%]

Table 7.0-15

What Residents Like About School Program

Reason Cited	Non-Returnee		Returnee	
Likes games, recreation	117	[26%]	12	[29%]
Food is good	96	[22%]	9	[21%]
Teachers are friendly	41	[9%]	4	[10%]
Classmates are friendly	37	[8%]	7	[17%]
Likes everything	29	[7%]	3	[7%]
Likes schoolwork (i.e., it's easy, fun, interesting)	16	[4%]	-----	------
Like skills learned	13	[3%]	-----	------
Gives something to do during the day	8	[2%]	-----	------
Nothing the client doesn't like	89	[20%]	7	[17%]
TOTAL REASONS CITED	446	[100%]	42	[100%]

Table 7.0-16

Responses Given to What Study Group Does Not Like About Study Programs

Categories	Non-Returnee		Returnee	
Classmates are not friendly	15	[38%]	2	[40%]
School is bad, boring, difficult	14	[35%]	1	[20%]
Teachers are not friendly	2	[5%]	1	[20%]
Don't like getting up in the morning	1	[3%]	-	
Nothing resident really likes about school	8	[20%]	1	[20%]
TOTAL RESPONSES GIVEN	40	[100%]	5	[100%]

Table 7.0-17

Responses Given to What Study Group Likes About Day Activity Centers

Reasons Cited	Non-Returnees		Returnees	
Activities are fun	97	[50%]	17	[52%]
Participants are nice	17	[9%]	5	[15%]
Staff is nice	17	[9%]	1	[3%]
Food is good	10	[5%]	1	[3%]
Program keeps resident happy	8	[4%]	2	[6%]
TOTAL RESPONSES CITED	193	[100%]	33	[100%]

Table 7.0-18

Reasons Cited for What Study Group Disliked About Day Activity Centers

Reasons Cited	Non-Returnees		Returnees	
Activities are boring, difficult	11	[11%]	1	[5%]
Participants are not friendly	7	[7%]	3	[16%]
Staff isn't nice	5	[5%]	3	[16%]
Food is bad	3	[3%]	1	[5%]
Nothing resident really dislikes	74	[74%]	11	[58%]
TOTAL REASONS CITED	100	[100%]	19	[100%]

Table 7.0-19

What Non-Returnees Would Rather Do

Responses Given	Non-Returnees	
Competitive Employment	51	[57%]
Similar Placement in New Setting	11	[12%]
No placement	9	[10%]
School	7	[9%]
Sheltered Employment, Rehabilitation Center, Vocational Training	8	[9%]
Day Activity Center	4	[4%]
TOTAL RESPONSES	90	[100%]

Table 8.0-1
Kinds of Services Used

SERVICES		TOTAL USED	NEEDED NOT USED	NOT NEEDED NOT USED	DON'T KNOW	TOTAL
MEDICAL	Non-Returnee	360(94%)	4(1%)	15(4%)	3(1%)	382(100%)
	Returnee	42(72%)	1(2%)	12(21%)	3(5%)	58(100%)
DENTAL	Non-Returnee	301(79%)	32(8%)	49(13%)	—	382(100%)
	Returnee	32(55%)	5(9%)	18(31%)	3(5%)	58(100%)
SOCIAL/ PSYCHOLOGICAL COUNSELING	Non-Returnee	215(56%)	26(7%)	136(36%)	5(1%)	382(100%)
	Returnee	36(62%)	10(17%)	10(17%)	2(4%)	58(100%)
JOB COUNSELING	Non-Returnee	196(52%)	15(4%)	165(43%)	6(1%)	382(100%)
	Returnee	22(38%)	9(16%)	24(41%)	3(5%)	58(100%)
CAMP	Non-Returnee	146(38%)	38(10%)	137(36%)	61(16%)	382(100%)
	Returnee	14(24%)	10(18%)	30(52%)	4(6%)	58(100%)
RECREATIONAL/ SOCIAL	Non-Returnee	318(83%)	23(6%)	39(11%)	2(0%)	382(100%)
	Returnee	36(62%)	14(24%)	6(11%)	2(3%)	58(100%)
OCCUPATIONAL THERAPY	Non-Returnee	125(33%)	29(8%)	227(59%)	1 (<1%)	382(100%)
	Returnee	15(26%)	9(15%)	34(59%)	—	58(100%)
SPEECH THERAPY	Non-Returnee	118(31%)	61(16%)	201(53%)	2(0%)	382(100%)
	Returnee	8(14%)	11(19%)	36(62%)	3(5%)	58(100%)
PHYSICAL THERAPY	Non-Returnee	40(11%)	23(6%)	318(83%)	1(0%)	382(100%)
	Returnee	3(5%)	3(5%)	49(85%)	3(5%)	58(100%)
LEGAL ASSISTANCE	Non-Returnee	36(9%)	7(2%)	335(88%)	4(1%)	382(100%)
	Returnee	5(9%)	1(2%)	49(84%)	3(5%)	58(100%)
HOUSING ASSISTANCE	Non-Returnee	96(25%)	9(2%)	275(73%)	2(0%)	382(100%)
	Returnee	6(10%)	1(2%)	47(81%)	4(7%)	58(100%)

*Base = Total Study Group

Table 8.0-2

Frequency of Service Utilization

TYPES OF SERVICES		NOT USED	ONCE A WEEK	ONCE A MONTH	ONCE A YEAR	OTHER	TOTAL
MEDICAL SERVICES	Non-Returnee	19 (5%)	10 (2%)	65 (17%)	258 (68%)	29 (8%)	381(100
	Returnee	13 (23%)	2 (4%)	6 (11%)	32 (58%)	2 (4%)	55(100
DENTAL SERVICES	Non-Returnee	81 (21%)	1 (1%)	17 (4%)	255 (67%)	25 (7%)	379(100%)
	Returnee	23 (43%)	0 (0%)	0 (0%)	31 (57%)	0 (0%)	54(100
SOCIAL/PSYCHOLOGICAL COUNSELING	Non-Returnee	162 (43%)	47 (12%)	77 (20%)	63 (17%)	27 (6%)	376(100
	Returnee	20 (36%)	14 (25%)	19 (35%)	2 (4%)	0 (0%)	55(100%
JOB COUNSELING	Non-Returnee	180 (48%)	77 (20%)	54 (15%)	53 (14%)	12 (3%)	376(100
	Returnee	33 (60%)	13 (24%)	6 (11%)	3 (5%)	0 (0%)	55(100
CAMP	Non-Returnee	175 (54%)	7 (2%)	2 (1%)	128 (40%)	9 (3%)	321(100%
	Returnee	40 (74%)	0 (0%)	0 (0%)	14 (26%)	0 (0%)	54(100%
RECREATIONAL/ SOCIAL PROGRAMS	Non-Returnee	62 (17%)	251 (67%)	48 (13%)	9 (2%)	5 (1%)	375(100
	Returnee	20 (36%)	27 (49%)	8 (15%)	0 (0%)	0 (0%)	55(100
OCCUPATIONAL THERAPY	Non-Returnee	256 (68%)	87 (23%)	21 (6%)	5 (1%)	8 (2%)	377(100%
	Returnee	43 (78%)	9 (16%)	1 (2%)	1 (2%)	1 (2%)	55(100
SPEECH THERAPY	Non-Returnee	262 (69%)	95 (25%)	10 (3%)	6 (2%)	4 (1%)	377(100
	Returnee	47 (84%)	9 (16%)	0 (0%)	0 (0%)	0 (0%)	56(100%
PHYSICAL THERAPY	Non-Returnee	341 (89%)	28 (7%)	5 (1%)	6 (2%)	2 (1%)	382(100%
	Returnee	52 (95%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)	55(100
LEGAL ASSISTANCE	Non-Returnee	342 (89%)	4 (1%)	6 (2%)	19 (5%)	11 (3%)	382(100
	Returnee	50 (91%)	0 (0%)	1 (2%)	3 (5%)	1 (2%)	55(100%
HOUSING ASSISTANCE	Non-Returnee	284 (75%)	16 (4%)	5 (1%)	48 (13%)	25 (7%)	378(100%
	Returnee	48 (89%)	0 (0%)	0 (0%)	5 (9%)	1 (2%)	54(100

Table 8.0-3

Providers of Services for Those Who Used Services*

TYPES OF SERVICES		INSTITUTION	RESIDENCE	DAY/WORK PROGRAM	COMMUNITY AGENCY	INDIVIDUAL PROVIDER
MEDICAL SERVICES	Non-Returnee	70 (20%)	32 (9%)	4 (1%)	171 (49%)	143 (40%)
	Returnee	15 (37%)	3 (7%)	2 (5%)	14 (34%)	12 (29%)
DENTAL SERVICES	Non-Returnee	69 (24%)	17 (6%)	5 (2%)	109 (39%)	116 (100%)
	Returnee	18 (58%)	-- ---	-- ---	8 (26%)	5 (16%)
SOCIAL/PSYCHOLOGICAL COUNSELING	Non-Returnee	16 (8%)	44 (22%)	43 (22%)	135 (68%)	8 (4%)
	Returnee	11 (41%)	7 (27%)	6 (23%)	17 (65%)	1 (4%)
JOB COUNSELING	Non-Returnee	16 (9%)	36 (21%)	87 (51%)	69 (40%)	2 (1%
	Returnee	2 (13%)	2 (13%)	10 (63%)	5 (31%)	-- ---
CAMP	Non-Returnee	3 (3%)	16 (14%)	16 (14%)	84 (72%)	-- ---
	Returnee	4 (31%)	3 (23%)	-- ---	5 (42%)	-- ---
RECREATIONAL/SOCIAL PROGRAMS	Non-Returnee	12 (4%)	176 (58%)	106 (35%)	178 (59%)	-- ---
	Returnee	2 (6%)	19 (58%)	13 (39%)	13 (39%)	-- ---
OCCUPATIONAL THERAPY	Non-Returnee	3 (3%)	22 (24%)	60 (65%)	18 (20%)	1 (1%)
	Returnee	-- ---	3 (30%)	5 (50%)	4 (40%)	-- ---
SPEECH THERAPY	Non-Returnee	3 (3%)	19 (19%)	40 (41%)	47 (48%)	6 (6%)
	Returnee	-- ---	-- ---	1 (20%)	3 (60%)	-- ---
PHYSICAL THERAPY	Non-Returnee	6 (18%)	9 (27%)	10 (30%)	14 (42%)	2 (6%)
	Returnee	-- ---	1 (50%)	-- ---	1 (50%)	-- ---
LEGAL ASSISTANCE	Non-Returnee	2 (6%)	12 (38%)	6 (19%)	11 (34%)	6 (19%)
	Returnee	1 (25%)	1 (25%)	-- ---	3 (75%)	1 (25%)
HOUSING ASSISTANCE	Non-Returnee	3 (4%)	30 (36%)	3 (4%)	45 (54%)	1 (1%)
	Returnee	2 (33%)	2 (33%)	-- ---	3 (50%)	-- ---

---

* Services may be provided from multiple sources. Therefore, the

Table 8.0-4
Utilization and Need of Training*

Type of Training		Total Used	Needed Not Used	Not Needed Not Used		Don't Know	Total
				Already Had Skill	Not Ready		
Independence Skills:							
Eating Skills (e.g., feeding & table manners)	Non-Returnee	n = 174 (46%	n = 3 (1%)	n = 126 (33%)	n = 2 (0%)	n = 77 (20%)	N = 382 (100%)
	Returnee	n = 31 (53%)	n = 1 (2%)	n = 21 (36%)	------- -------	n = 5 (9%)	N = 58 (100%)
Toileting Skills	Non-Returnee	n = 56 (15%)	n = 3 (1%)	n = 235 (62%)	n = 4 (1%)	n = 84 (21%)	N = 382 (100%)
	Returnee	n = 6 (10%)	------- -------	n = 44 (76%)	n = 1 (2%)	n = 7 (12%)	N = 58 (100%)
Cleaning Skills (e.g., washing & personal hygiene)	Non-Returnee	n = 205 (54%)	n = 2 (0%)	n = 101 (27%)	n = 4 (1%)	n = 70 (18%)	N = 382 (100%)
	Returnee	n = 30 (52%)	------- -------	n = 23 (40%)	------- -------	n = 5 (8%)	N = 58 (100%)
Dressing Skills	Non-Returnee	n = 85 (22%)	n = 3 (1%)	n = 211 (55%)	n = 4 (1%)	n = 79 (21%)	N = 382 (100%)
	Returnee	n = 10 (17%)	n = 1 (2%)	n = 41 (71%)	------- -------	n = 6 (10%)	N = 58 (100%)
Grooming Skills (e.g., personal appearance--posture, neatness of dress)	Non-Returnee	n = 213 (56%)	n = 3 (1%)	n = 90 (24%)	n = 7 (3%)	n = 69 (18%)	N = 382 (100%)
	Returnee	n = 25 (43%)	------- -------	n = 26 (45%)	n = 2 (3%)	n = 5 (9%)	N = 58 (100%)
Traveling Skills (e.g., getting around neighborhd.)	Non-Returnee	n = 197 (52%)	n = 23 (6%)	n = 90 (24%)	n = 66 (17%)	n = 6 (1%)	N = 38 (100%)
	Returnee	n = 20 (34%)	n = 5 (9%)	n = 16 (28%)	n = 13 (22%)	n = 4 (7%)	N = 58 (100%
Telephone Skills	Non-Returnee	n = 161 (42%)	n = 20 (5%)	n = 100 (26%)	n = 84 (22%)	n = 17 (5%)	N = 382 (100%
	Returnee	n = 12 (21%)	n = 7 (12%)	n = 21 (36%)	n = 12 (21%)	n = 6 (10%)	N = 58 (100%)
Dealing with Emergencies (calling fire & police, first aid, etc.)	Non-Returnee	n = 175 (46%)	n = 36 (9%)	n = 57 (15%)	n = 104 (27%)	n = 10 (3%)	N = 38 (100%)
	Returnee	n = 14 (24%)	n = 13 (23%)	n = 10 (17%)	n = 18 (31%)	n = 3 (5%)	N = 58 (100%
Using Public Agencies (social & community; welfare, utilities, clinics)	Non-Returnee	n = 89 (23%)	n = 28 (7%)	n = 49 (13%)	n = 204 (54%)	n = 12 (3%)	N = 382 (100%
	Returnee	n = 7 (12%)	n = 10 (17%)	n = 5 (9%)	n = 28 (48%)	n = 8 (14%)	N = 58 (100%)

* Base = Total Population

Table 8.0-4

Utilization and Need of Training (Continued)

Type of Training		Total Used	Needed Not Used	Not Needed Not Used		Don't Know	Total
				Already Had Skill	Not Ready		
Physical Skills:							
Motor Skills (e.g., balance, coordination, walking)	Non-Returnee	n = 117 (31%)	n = 17 (5%)	n = 227 (59%)	n = 1 (0%)	n = 20 (5%)	N = 382 (100%)
	Returnee	n = 8 (14%)	n = 1 (2%)	n = 45 (77%)	n = 1 (2%)	n = 3 (5%)	N = 58 (100%)
Sensory Skills (e.g., hearing, vision)	Non-Returnee	n = 72 (19%)	n = 7 (2%)	n = 277 (73%)	n = 2 (0%)	n = 24 (6%)	N = 382 (100%)
	Returnee	n = 4 (7%)	n = 1 (2%)	n = 49 (84%)	------- -------	n = 4 (7%)	N = 58 (100%)
Economic Skills:							
Money Management	Non-Returnee	n = 232 (61%)	n = 28 (7%)	n = 34 (9%)	n = 84 (22%)	n = 4 (1%)	N = 382 (100%)
	Returnee	n = 31 (53%)	n = 6 (11%)	n = 4 (7%)	n = 14 (24%)	n = 3 (5%)	N = 58 (100%)
Shopping Skills (e.g., running errands, making purchases)	Non-Returnee	n = 239 (62%)	n = 10 (2%)	n = 58 (15%)	n = 65 (17%)	n = 15 (4%)	N = 382 (100%)
	Returnee	n = 27 (47%)	n = 6 (10%)	n = 9 (16%)	n = 13 (22%)	n = 3 (5%)	N = 58 (100%)
Social Skills:							
Interpersonal Relationships (social behavior, group activities, sex educ.)	Non-Returnee	n = 294 (77%)	n = 11 (3%)	n = 58 (15%)	n = 13 (3%)	n = 6 (2%)	N = 382 (100%)
	Returnee	n = 40 (69%)	n = 9 (15%)	n = 3 (5%)	n = 3 (5%)	n = 3 (4%)	N = 58 (100%)
Behavior Management (managing & controlling personal behavior problems)	Non-Returnee	n = 267 (70%)	n = 7 (2%)	n = 88 (23%)	n = 10 (3%)	n = 10 (2%)	N = 382 (100%)
	Returnee	n = 43 (74%)	n = 4 (7%)	n = 6 (10%)	n = 1 (2%)	n = 4 (7%)	N = 58 (100%)
Domestic Skills:							
Housekeeping	Non-Returnee	n = 255 (67%)	n = 4 (1%)	n = 91 (24%)	n = 13 (3%)	n = 19 (5%)	N = 382 (100%)
	Returnee	n = 32 (55%)	n = 6 (10%)	n = 11 (19%)	n = 1 (2%)	n = 8 (14%)	N = 58 (100%)
Meal Preparation	Non-Returnee	n = 280 (73%)	n = 10 (3%)	n = 54 (14%)	n = 31 (8%)	n = 7 (2%)	N = 382 (100%)
	Returnee	n = 32 (55%)	n = 6 (10%)	n = 7 (12%)	n = 9 (16%)	n = 4 (7%)	N = 58 (100%)

Table 8.0-4

Utilization and Need of Training (Continued)

Type of Training		Total Used	Needed Not Used	Not Needed Not Used		Don't Know	Total
				Already Had Skill	Not Ready		
Vocational Skills:		▨	▨	▨	▨	▨	▨
Pre-Vocational	Non-Returnee	n = 241 (63%)	n = 8 (2%)	n = 65 (17%)	n = 53 (14%)	n = 15 (4%)	N = 382 (100%)
	Returnee	n = 30 (52%)	n = 6 (10%)	n = 10 (18%)	n = 6 (10%)	n = 6 (10%)	N = 58 (100%)
Vocational	Non-Returnee	n = 196 (51%)	n = 21 (6%)	n = 39 (10%)	n = 29 (29%)	n = 16 (4%)	N = 382 (100%)
	Returnee	n = 18 (31%)	n = 13 (22%)	n = 5 (9%)	n = 15 (26%)	n = 7 (12%)	N = 58 (100%)
Self-Direction Skills:		▨	▨	▨	▨	▨	▨
Recreation Skills (e.g., arts, crafts, games, & sports)	Non-Returnee	n = 305 (80%)	n = 7 (2%)	n = 57 (15%)	n = 4 (1%)	n = 9 (2%)	N = 382 (100%)
	Returnee	n = 35 (60%)	n = 10 (17%)	n = 4 (7%)	n = 6 (11%)	n = 3 (5%)	N = 58 (100%
Language Skills:		▨	▨	▨	▨	▨	▨
Language Skills (e.g., speech, non-verbal communication, comprehension)	Non-Returnee	n = 191 (50%)	n = 33 (9%)	n = 129 (34%)	n = 4 (1%)	n = 25 (6%)	N = 38 (100%)
	Returnee	n = 21 (36%)	n = 6 (10%)	n = 24 (41%)	n = 1 (2%)	n = 6 (11%)	N = 58 (100%
Reading & Writing	Non-Returnee	n = 225 (59%)	n = 32 (8%)	n = 55 (14%)	n = 57 (15%)	n = 13 (4%)	N = 382 (100%)
	Returnee	n = 20 (34%)	n = 8 (14%)	n = 9 (16%)	n = 10 (17%)	n = 11 (19%)	N = 58 (100%)
Numbers Skills:		▨	▨	▨	▨	▨	▨
Pre-Academic (e.g., shapes, sizes, colors)	Non-Returnee	n = 165 (43%)	n = 9 (2%)	n = 174 (46%)	n = 6 (2%)	n = 28 (7%)	N = 382 (100%
	Returnee	n = 16 (28%)	n = 2 (3%)	n = 30 (52%)	n = 2 (3%)	n = 8 (14%)	N = 58 (100%)
Numbers (e.g., time and numbers)	Non-Returnee	n = 222 (58%)	n = 24 (6%)	n = 80 (21%)	------- -------	n = 56 (15%)	N = 38 (100%)
	Returnee	n = 21 (36%)	n = 5 (9%)	n = 15 (26%)	n = 9 (15%)	n = 8 (14%)	N = 58 (100%

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Table 8.0-5

Frequency of Training in Skill Areas

TYPE OF TRAINING		NOT RECEIVED	Received at Least . . .				TOTAL
			ONCE A WEEK	ONCE A MONTH	ONCE A YEAR	AS NEEDED	
INDEPENDENCE SKILLS:							
Eating Skills	Non-Returnee	131 (43%)	168 (55%)	--- ---	--- ---	5 (2%)	304(100%)
	Returnee	22 (41%)	29 (55%)	2 (4%)	--- ---	--- ---	53(100%)
Toileting Skills	Non-Returnee	242 (81%)	52 (17%)	2 (1%)	1 ---	3 ---	300(100%)
	Returnee	45 (90%)	5 (10%)	-- ---	--- ---	--- ---	50(100%)
Cleaning Skills	Non-Returnee	107 (35%)	193 (62%)	6 (2%)	--- ---	4 (1%)	310(100%)
	Returnee	23 (44%)	28 (54%)	1 (2%)	--- ---	--- ---	52(100%)
Dressing Skills	Non-Returnee	218 (72%)	80 (26%)	2 (1%)	--- ---	2 (1%)	302(100%)
	Returnee	42 (82%)	9 (18%)	--- ---	--- ---	--- ---	511(100%)
Grooming Skills	Non-Returnee	100 (32%)	203 (66%)	4 (1%)	--- ---	2 (1%)	309(100%)
	Returnee	28 (53%)	23 (43%)	2 (4%)	--- ---	--- ---	53(100%)
Traveling Skills	Non-Returnee	179 (48%)	140 (37%)	38 (10%)	11 (3%)	7 (2%)	375(100%)
	Returnee	34 (63%)	19 (35%)	1 (2%)	--- ---	--- ---	54(100%)
Telephone Skills	Non-Returnee	204 (56%)	117 (32%)	34 (9%)	4 (1%)	5 (2%)	364(100%)
	Returnee	40 (77%)	11 (21%)	1 (2%)	--- ---	--- ---	52(100%)
Dealing with Emergencies	Non-Returnee	197 (53%)	80 (22%)	68 (18%)	21 (6%)	5 (1%)	371(100%)
	Returnee	41 (75%)	8 (14%)	5 (9%)	1 (2%)	--- ---	55(100%)
Using Public Agency	Non-Returnee	281 (76%)	33 (9%)	34 (9%)	18 (5%)	4 (1%)	370(100%)
	Returnee	43 (88%)	3 (6%)	3 (6%)	--- ---	--- ---	49(100%)

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Table 8.0-5

Frequency of Training in Skill Areas

TYPE OF TRAINING		NOT RECEIVED	Received at Least . . .				TOTAL
			ONCE A WEEK	ONCE A MONTH	ONCE A YEAR	AS NEEDED	
PHYSICAL SKILLS:							
Motor Skills	Non-Returnee	245 (68%)	100 (28%)	10 (3%)	1 ---	2 (1%)	358(100%)
	Returnee	47 (85%)	8 (15%	--- ---	--- ---	--- ---	55(100%
Sensory Skills	Non-Returnee	286 (80%)	49 (14%)	2 (1%)	19 (5%)	1 ---	357(100%
	Returnee	50 (92%)	2 (4%)	1 (2%)	1 (2%)	--- ---	54(100%)
ECONOMIC SKILLS:							
Money Management	Non-Returnee	146 (39%)	199 (53%)	25 (6%)	2 (1%)	2 (1%)	374(100%
	Returnee	24 (44%)	27 (49%)	4 (7%)	--- ---	--- ---	55(100%
Shopping Skills	Non-Returnee	133 (36%)	186 (50%)	48 (13%)	1 ---	2 (1%)	370(100%)
	Returnee	28 (52%)	20 (37%)	5 (9%)	1 (2%)	--- ---	54(100%
SOCIAL SKILLS:							
Interpersonal Relationships	Non-Returnee	82 (22%)	259 (69%)	28 (7%)	4 (1%)	2 (1%)	375(100%
	Returnee	15 (27%)	36 (66%)	3 (5%)	--- ---	1 (2%)	55(100%)
Behavior Management	Non-Returnee	105 (28%)	224 (61%)	29 (8%)	4 (1%)	7 (2%)	369(100%
	Returnee	11 (21%)	38 (72%)	4 (7%)	--- ---	--- ---	53(100%
DOMESTIC SKILLS:							
Housekeeping	Non-Returnee	108 (30%)	242 (67%)	7 (2%)	--- ---	2 (1%)	359(100%
	Returnee	18 (37%)	31 (63%)	--- ---	--- ---	--- ---	49(100%
Meal Preparation	Non-Returnee	95 (25%)	262 (70%)	13 (4%)	1 ---	3 (1%)	374(100%
	Returnee	22 (41%)	29 (54%)	3 (5%)	--- ---	--- ---	54(100%)

Table 8.0-5

Frequency of Training in Skill Areas

TYPE OF TRAINING		NOT RECEIVED	Received at Least . . .				TOTAL
			ONCE A WEEK	ONCE A MONTH	ONCE A YEAR	AS NEEDED	
VOCATIONAL SKILLS:							
Pre-Vocational Skills	Non-Returnee	126 (35%)	227 (62%)	5 (1%)	3 (1%)	4 (1%)	50(100%)
	Returnee	22 (44%)	27 (54%)	1 (2%)	--- ---	--- ---	50(100%)
Vocational Skills	Non-Returnee	89 (31%)	174 (61%)	15 (5%)	2 (1%)	4 (2%)	284(100%)
	Returnee	33 (65%)	16 (31%)	1 (2%)	--- ---	1 (2%)	51(100%)
SELF-DIRECTION SKILLS:							
Recreation Skills	Non-Returnee	68 (18%)	262 (71%)	37 (10%)	3 (1%)	1 ---	371(100%)
	Returnee	20 (56%)	30 (56%)	4 (7%)	--- ---	--- ---	54(100%)
LANGUAGE SKILLS:							
Language Skills	Non-Returnee	166 (47%)	176 (49%)	6 (2%)	3 (1%)	5 (1%)	356(100%)
	Returnee	31 (60%)	19 (36%)	2 (4%)	--- ---	--- ---	52(100%)
Reading and Writing	Non-Returnee	134 (38%)	215 (61%)	5 (1%)	--- ---	--- ---	354(100%)
	Returnee	27 (57%)	18 (38%)	2 (5%)	--- ---	--- ---	47(100%)
NUMBERS SKILLS:							
Pre-Academic Numbers Skills	Non-Returnee	189 (54%)	157 (45%)	5 (1%)	--- ---	1 ---	352(100%)
	Returnee	34 (69%)	14 (29%)	1 (2%)	--- ---	--- ---	49(100%)
Numbers Skills	Non-Returnee	104 (32%)	212 (66%)	5 (2%)	--- ---	--- ---	321(100%)
	Returnee	29 (59%)	19 (39%)	1 (2%)	--- ---	--- ---	49(100%)

Table 8.0-6

Providers of Training for Those Who Used Training*

Type of Training		Institution	Residence	Day/Work Program	Community Agency	Other
Independence Skills:						
Eating Skills	Non-Returnee	n=1 (<1%)	n=143 (82%)	n=35 (20%)	n=14 (8%)	n=0 (0%)
	Returnee	n=0 (0%)	n=23 (74%)	n=7 (23%)	n=3 (10%)	n=0 (0%)
Toileting Skills	Non-Returnee	n=0 (0%)	n=38 (68%)	n=16 (29%)	n=1 (2%)	n=0 (0%)
	Returnee	n=0 (0%)	n=6 (100%)	n=1 (17%)	n=1 (1%)	n=0 (0%)
Cleanliness Skills	Non-Returnee	n=1 (<1%)	n=166 (81%)	n=37 (18%)	n=18 (9%)	n=0 (0%)
	Returnee	n=0 (0%)	n=22 (73%)	n=8 (27%)	n=3 (10%)	n=0 (0%)
Dressing Skills	Non-Returnee	n=0 (0%)	n=63 (74%)	n=13 (15%)	n=4 (5%)	n=0 (0%)
	Returnee	n=0 (0%)	n=8 (80%)	n=3 (30%)	n=3 (20%)	n=0 (0%)
Grooming Skills	Non-Returnee	n=1 (<1%)	n=175 (82%)	n=40 (19%)	n=20 (9%)	n=1 (<1%)
	Returnee	n=0 (0%)	n=19 (76%)	n=9 (36%)	n=4 (16%)	n=0 (0%)
Traveling Skills (getting around neighborhood)	Non-Returnee	n=1 (< 1%)	n=158 (80%)	n=51 (26%)	n=35 (4%)	n=1 (<1%)
	Returnee	n=0 (0%)	n=20 (100%)	n=8 (40%)	n=4 (20%)	n=0 (0%)
Telephone Usage	Non-Returnee	n=1 (<1%)	n=110 (68%)	n=37 (23%)	n=17 (11%)	n=0 (0%)
	Returnee	n=1 (8%)	n=12 (100%)	n=4 (33%)	n=2 (1%)	n=0 (0%)
Dealing with emergencies	Non-Returnee	n=1 (<1%)	n=120 (69%)	n=40 (23%)	n=21 (12%)	n=0 (0%)
	Returnee	n=0 (0%)	n=12 (86%)	n=5 (36%)	n=2 (14%)	n=0 (0%)
Using Social and community agencies	Non-Returnee	n=0 (0%)	n=55 (62%)	n=12 (13%)	n=27 (30%)	n=0 (0%)
	Returnee	n=1 (14%)	n=4 (57%)	n=2 (29%)	n=0 (0%)	n=0 (0%)

*Percents may exceed 100% because clients may utilize multiple training providers.

Table 8.0-6

Providers of Training for Those Who Used Training

(Continued)

Type of Training		Institution	Residence	Day/Work Program	Community Agency	Other
Physical Skills:						
Motor Skills	Non-Returnee	n=5 (4%)	n=55 (47%)	n=62 (53%)	n=12 (10%)	n=1 (<1%)
	Returnee	n=0 (0%)	n=6 (75%)	n=3 (38%)	n=2 (25%)	n=0 (0%)
Sensory	Non-Returnee	n=2 (3%)	n=26 (36%)	n=32 (44%)	n=15 (21%)	n=6 (8%)
	Returnee	n=1 (25%)	n=4 (100%)	n=2 (50%)	n=1 (25%)	n=0 (0%)
Economic Skills:						
Money Management	Non-Returnee	n=2 (<1%)	n=142 (61%)	n=87 (38%)	n=43 (19%)	n=0 (0%)
	Returnee	n=3 (10%)	n=24 (77%)	n=15 (48%)	n=3 (10%)	n=0 (0%)
Shopping Skills	Non-Returnee	n=0 (0%)	n=180 (75%)	n=49 (20%)	n=35 (15%)	n=3 (1%)
	Returnee	n=0 (0%)	n=20 (74%)	n=6 (22%)	n=3 (11%)	n=0 (0%)
Social Skills:						
Interpersonal relationships	Non-Returnee	n=5 (2%)	n=228 (78%)	n=146 (50%)	n=72 (24%)	n=0 (0%)
	Returnee	n=4 (10%)	n=33 (83%)	n=17 (43%)	n=6 (15%)	n=0 (0%)
Behavior management	Non-Returnee	n=6 (2%)	n=209 (78%)	n=129 (48%)	n=49 (18%)	n=0 (0%)
	Returnee	n=4 (9%)	n=35 (81%)	n=20 (47%)	n=9 (21%)	n=0 (0%)
Domestic Skills:						
Housekeeping	Non-Returnee	n=2 (<1%)	n=233 (91%)	n=48 (19%)	n=24 (9%)	n=0 (0%)
	Returnee	n=0 (0%)	n=31 (97%)	n=6 (19%)	n=2 (6%)	n=0 (0%)
Meal Preparation	Non-Returnee	n=1 (<1%)	n=257 (92%)	n=61 (22%)	n=26 (9%)	n=0 (0%)
	Returnee	n=0 (0%)	n=32 (100%)	n=6 (19%)	n=2 (6%)	n=0 (0%)

Table 8.0-6

Providers of Training for Those Who Used Training
(Continued)

Type of Training		Institution	Residence	Day/Work Program	Community Agency	Other
Vocational Skills:						
Prevocational	Non-Returnee	n=4 (2%)	n=80 (33%)	n=163 (68%)	n=39 (16%)	n=0 (0%)
	Returnee	n=3 (10%)	n=11 (37%)	n=21 (70%)	n=39 (16%)	n=0 (0%)
Vocational	Non-Returnee	n=1 (<1%)	n=19 (11%)	n=138 (79%)	n=30 (17%)	n=0 (0%)
	Returnee	n=1 (6%)	n=2 (13%)	n=13 (81%)	n=3 (19%)	n=0 (0%)
Self-Direction Skills:						
Recreation	Non-Returnee	n=14 (5%)	n=219 (72%)	n=141 (46%)	n=101 (33%)	n=2 (<1%)
	Returnee	n=1 (3%)	n=23 (66%)	n=15 (43%)	n=7 (20%)	n=0 (0%)
Language Skills:						
Language	Non-Returnee	n=10 (5%)	n=94 (49%)	n=86 (45%)	n=38 (20%)	n=1 (<1%)
	Returnee	n=2 (10%)	n=8 (38%)	n=11 (52%)	n=7 (33%)	n=0 (0%)
Reading	Non-Returnee	n=4 (2%)	n=100 (44%)	n=121 (54%)	n=38 (17%)	n=0 (0%)
	Returnee	n=0 (0%)	n=12 (60%)	n=12 (60%)	n=4 (20%)	n=0 (0%)
Number Skills:						
Pre-Academic	Non-Returnee	n=8 (5%)	n=54 (33%)	n=96 (58%)	n=30 (18%)	n=0 (0%)
	Returnee	n=0 (0%)	n=4 (25%)	n=11 (69%)	n=4 (25%)	n=0 (0%)
Numbers	Non-Returnee	n=5 (2%)	n=110 (50%)	n=118 (53%)	n=35 (16%)	n=0 (0%)
	Returnee	n=1 (5%)	n=10 (48%)	n=13 (62%)	n=5 (24%)	n=0 (0%)

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Table 8.0-7

Method of Follow-Up by Institutional Staff*

Method of Follow-Up	Non-Returnee n = 382	Returnee n = 58
Letter	n = 27 [7%]	n = 6 [10%]
Phone	n = 80 [21%]	n = 17 [29%]
Contact	n = 90 [24%]	n = 22 [38%]
Home Visit	n = 170 [44%]	n = 35 [60%]
Job Visit	n = 49 [13%]	n = 8 [14%]

* Base = Total Study Group

Table 8.0-8

Frequency of Follow-Up Services
Received by Total Study Group

Frequency	First Six Months After Community Placement		Last Six Months Since Community Placement	
	Non-Returnee n=382	Returnee n=58	Non-Returnee n=382	Returnee n=58
Once a Week	n = 54 [14%]	n = 8 [14%]	n = 48 [13%]	n = 6 [10%]
Once a Month	n = 84 [22%]	n = 28 [48%]	n = 52 [13%]	n = 22 [38%]
Twice a Year	n = 42 [11%]	n = 6 [10%]	n = 24 [6%]	n = 3 [5%]
Once a Year	n = 10 [3%]	n = 2 [3%]	n = 16 [4%]	n = 3 [5%]
Less than Once a Year	n = 8 [2%]	n = 1 [2%]	n = 23 [6%]	n = 3 [5%]
Other	n = 5 [1%]	n = 1 [2%]	n = 23 [6%]	n = 1 [2%]
Total Followed Up	n = 203 [53%]	n = 46 [79%]	n = 186 [49%]	n = 38 [66%]
No Follow-Up	n = 179 [47%]	n = 12 [21%]	n = 196 [51%]	n = 20 [34%]

Table 8.0-9

Respondent Satisfaction with Follow-Up Services Received by Study Group*

Satisfaction Scale	Non-Returnee	Returnee
Satisfied	n = 163 [43%]	n = 32 [55%]
Neither Satisfied Nor Dissatisfied	n = 31 [8%]	n = 3 [5%]
Dissatisfied	n = 22 [6%]	n = 10 [17%]
Don't Know	n = 166 [43%]	n = 13 [23%]
Total	N = 382 [100%]	N = 58 [100%]

* Base = Total Population

Table 8.0-10

Types of Case Managers of Study Group*

Person Who Acted as Case Manager	First Six Months		Last Six Months	
	Non-Returnee n=382	Returnee n=58	Non-Returnee n=382	Returnee n=58
House Parent	n = 166 [43%]	n = 13 [22%]	n = 153 [40%]	n = 8 [14%]
Staff Member from Institution	n = 44 [11%]	n = 22 [38%]	n = 39 [10%]	n = 17 [29%]
Staff Member from Community	n = 132 [35%]	n = 14 [24%]	n = 120 [31%]	n = 12 [21%]
Volunteer or Citizen Advocate	n = 0 [0%]	n = 0 [0%]	n = 0 [0%]	n = 0 [0%]
Other	n = 6 [2%]	n = 1 [2%]	n = 6 [2%]	n = 1 [2%]
Don't Know or Didn't Have Case Manager	n = 34 [9%]	n = 8 [14%]	n = 64 [16%]	n = 20 [34%]

* Base = Total Population

Table 8.0-11

Frequency of Contact with Case Manager (of Those Who Had a Case Manager)

Frequency of Contact	First Six Months		Last Six Months	
	Non-Returnee	Returnee	Non-Returnee	Returnee
Daily	n = 227 [64%]	n = 22 [42%]	n = 174 [54%]	n = 18 [45%]
Once a Week	n = 58 [16%]	n = 9 [17%]	n = 79 [24%]	n = 5 [13%]
Once a Month	n = 51 [14%]	n = 19 [37%]	n = 46 [14%]	n = 14 [35%]
Six Times a Year	n = 13 [4%]	n = 0 [0%]	n = 8 [3%]	n = 0 [0%]
Once a Year	n = 3 [1%]	n = 0 [0%]	n = 8 [3%]	n = 1 [3%]
Less than Once a Year	n = 3 [1%]	n = 2 [4%]	n = 6 [2%]	n = 2 [5%]

Table 8.0-12

Type of People to Whom Study Group Turns for Support*

Relationship with Person Turned To	Non-Returnee	Returnee
Relative	n = 147 [38%]	n = 21 [36%]
Social Worker	n = 94 [25%]	n = 16 [28%]
Friend	n = 69 [18%]	n = 8 [14%]
Teacher	n = 45 [12%]	n = 4 [7%]
Employer	n = 28 [7%]	n = 3 [5%]
Clergy	n = 20 [5%]	n = 0 [0%]
Citizen Advocate	n = 17 [4%]	n = 3 [5%]
Case Manager	n = 14 [4%]	n = 4 [7%]
Neighbor	n = 14 [4%]	n = 1 [2%]
Landlord	n = 8 [2%]	n = 0 [0%]
Legal Guardian	n = 5 [1%]	n = 1 [2%]

* Base = Total Study Group 292
(Percentages will add to more than 100% because clients

Table 9.0-1

Participation in Individual & Group Leisure Time Activities of Total Study Group*

Activities			Did Participate	Did Not Participate	Don't Know	Total
INDIVIDUAL	Media	NR	n= 374 (98%)	n= 8 (2%)	----- -----	N=382 (100%)
		R	n= 56 (97%)	----- -----	n=2 (3%)	N=58 (100%)
	Errands	NR	n= 327 (86%)	n=50 (13%)	n=4 (1%)	N=382 (100%)
		R	n= 42 (72%)	n=14 (24%)	n=2 (4%)	N=58 (100%)
	Movies	NR	n= 323 (85%)	n=57 (15%)	n=1 (0%)	N=382 (100%)
		R	n= 39 (67%)	n=15 (26%)	n=4 (7%)	N=58 (100%)
	Hobbies	NR	n= 244 (64%)	n=131 (34%)	n=6 (2%)	N=382 (100%)
		R	n= 25 (43%)	n=31 (53%)	n=2 (4%)	N=58 (100%)
	Walking, Bicycling, Etc.***	NR	n= 56 (15%)	n=326 (85%)	----- -----	N=382 (100%)
		R	n= 7 (12%)	n=51 (88%)	----- -----	N=58 (100%)
GROUP	Vacations	NR	n= 321 (84%)	n=56 (15%)	n=4 (1%)	N=382 (100%)
		R	n= 30 (52%)	n=26 (45%)	n=2 (3%)	N=58 (100%)
	Parties	NR	n= 293 (77%)	n=87 (23%)	n=1 (0%)	N=382 (100%)
		R	n= 34 (59%)	n=21 (36%)	n=3 (5%)	N=58 (100%)
	Play Sports	NR	n= 281 (74%)	n=95 (25%)	n=5 (1%)	N=382 (100%)
		R	n= 23 (40%)	n=33 (57%)	n=2 (3%)	N=58 (100%)
	Religious Services	NR	n= 276 (72%)	n=98 (26%)	n=7 (2%)	N=382 (100%)
		R	n= 31 (53%)	n=23 (40%)	n=4 (7%)	N=58 (100%)
	Friend's House	NR	n= 276 (73%)	n=102 (27%)	n=1 (0%)	N=382 (100%)
		R	n= 33 (57%)	n=22 (38%)	n=3 (5%)	N=58 (100%)
	Spectator Sport Events	NR	n= 235 (62%)	n=141 (37%)	n=5 (1%)	N=382 (100%)
		R	n= 16 (28%)	n=40 (69%)	n=2 (3%)	N=58 (100%)
	Club Meetings	NR	n= 74 (19%)	n=306 (81%)	n=1 (0%)	N=382 (100%)
		R	n= 7 (12%)	n=48 (83%)	n=3 (5%)	N=58 (100%)
	Dates**	NR	n= (25%)	n= (66%)	n= (%)	N=382 (100%)
		R	n= (24%)	n= (67%)	n= (%)	N=58 (100%)

* NR = Non-Returnee; R = Returnee.

** Dating asked only of study group members over age 12.

*** Not pre-listed, and therefore only indicated here if mentioned spontaneously by respondent. Undoubtedly would be much more frequent if it had been asked of the entire sample if they participated in this "other" activity.

Table 9.0-2

Frequency of Participation in Spare Time Activities by Study Group Since Release

ACTIVITIES		Participated at Least . . .				LESS THAN ONCE A YEAR	TOTALS
		DID NOT PARTICIPATE	ONCE A WEEK	ONCE A MONTH	ONCE A YEAR		
INDIVIDUAL ACTIVITIES:							
MEDIA	Non-Returnee	8 (2%)	371 (97%)	3 (1%)	--- ---	--- ---	382(100%)
	Returnee	--- ---	56 (100%)	--- ---	--- ---	--- ---	56(100%)
ERRANDS	Non-Returnee	50 (13%)	277 (73%)	49 (13%)	2 (1%)	--- ---	378(100%)
	Returnee	14 (25%)	35 (62%)	7 (13%)	--- ---	--- ---	56(100%)
MOVIES	Non-Returnee	57 (15%)	86 (23%)	174 (46%)	57 (15%)	4 (1%)	378(100%)
	Returnee	15 (28%)	9 (16%)	22 (41%)	7 (13%)	1 (2%)	54(100%)
HOBBIES	Non-Returnee	131 (35%)	218 (58%)	22 (6%)	4 (1%)	--- ---	375(100%)
	Returnee	31 (56%)	22 (39%)	3 (5%)	--- ---	--- ---	56(100%)
WALKING, BICYCLING, OTHER ACTIVITIES	Non-Returnee	326 (86%)	31 (8%)	24 (6%)	1 (0%)	--- ---	381(100%)
	Returnee	51 (88%)	3 (5%)	4 (7%)	--- ---	--- ---	58(100%)
GROUP ACTIVITIES:							
VACATIONS	Non-Returnee	56 (15%)	10 (3%)	64 (17%)	168 (45%)	72 (20%)	370(100%)
	Returnee	26 (46%)	--- ---	3 (5%)	20 (36%)	7 (13%)	56(100%)
PARTIES	Non-Returnee	87 (23%)	40 (11%)	160 (42%)	79 (20%)	14 (4%)	380(100%)
	Returnee	21 (38%)	5 (9%)	20 (36%)	8 (15%)	1 (2%)	55(100%)
PLAY SPORTS	Non-Returnee	95 (25%)	218 (58%)	43 (11%)	17 (5%)	1 (1%)	374(100%)
	Returnee	33 (59%)	18 (32%)	4 (7%)	--- ---	1 (2%)	56(100%)
RELIGIOUS SERVICES	Non-Returnee	98 (26%)	192 (52%)	54 (14%)	25 (7%)	3 (1%)	372(100%)
	Returnee	23 (43%)	21 (39%)	7 (13%)	3 (5%)	--- ---	54(100%)
FRIEND'S HOUSE	Non-Returnee	102 (27%)	126 (33%)	94 (25%)	51 (14%)	4 (1%)	377(100%)
	Returnee	22 (40%)	13 (24%)	11 (20%)	9 (16%)	--- ---	55(100%)
SPORT EVENTS	Non-Returnee	141 (38%)	43 (11%)	108 (29%)	73 (19%)	11 (3%)	376(100%)
	Returnee	40 (71%)	2 (3%)	7 (13%)	7 (13%)	--- ---	56(100%)
CLUB MEETINGS	Non-Returnee	306 (81%)	32 (8%)	33 (9%)	5 (1%)	2 (1%)	378(100%)
	Returnee	48 (87%)	3 (6%)	4 (7%)	--- ---	--- ---	55(100%)
DATES	Non-Returnee	253 (72%)	34 (10%)	41 (12%)	17 (5%)	2 (1%)	347(100%)
	Returnee	39 (74%)	7 (13%)	5 (9%)	2 (4%)	--- ---	53(100%)

Table 9.0-3

Types of Friends of Study Group Members

Type of Friends	Non-Returnee n = 382	Returnee n = 58
Friends from Community	n = 334 [87%]	n = 27 [46%]
Friends from Institution	n = 129 [34%]	n = 18 [31%]
Staff from Community	n = 113 [30%]	n = 5 [9%]
Relative	n = 101 [26%]	n = 8 [14%]
Teacher/Boss	n = 63 [17%]	n = 5 [9%]
Staff from Institution	n = 26 [7%]	n = 8 [14%]
Citizen Advocate	n = 24 [6%]	n = 1 [2%]
Legal Guardian	n = 6 [2%]	n = 0 [0%]
Don't Know	n = 3 [1%]	n = 0 [0%]
No Friends	n = 2 [1%]	n = 24 [41%]

*Totals equal more than 100% because of multiple types of friends.

Table 10.0-1

Study Group's Perception of Their Adjustment

Adjustment Categories	Very Well		All Right		Not Very Well	
	Non-Returnee	Returnee	Non-Returnee	Returnee	Non-Returnee	Returnee
Relations with family members/house staff	236 (75%) n = 313	21 (47%) n = 45	56 (18%) n = 313	11 (24%) n = 45	21 (7%) n = 313	13 (29%) n = 45
Relations with sib=lings/other residents	207 (67%) n = 307	17 (42%) n = 41	79 (26%) n = 307	15 (37%) n = 41	21 (7%) n = 307	9 (22%) n = 41
School or work relationships	200 (70%) n = 287	18 (49%) n = 37	72 (25%) n = 287	13 (35%) n = 37	15 (5%) n = 287	6 (16%) n = 37
Community activities, e.g., shopping, recreation, etc.	246 (79%) n = 310	25 (64%) n = 39	56 (18%) n = 310	12 (31%) n = 39	8 (3%) n = 310	2 (5%) n = 39

Table 10.0-2

Families' Perception of Study Group's Adjustment

Adjustment Categories	Very Well		All Right		Not Very Well	
	Non-Returnee	Returnee	Non-Returnee	Returnee	Non-Returnee	Returnee
Relations with family members/house staff	231 (74%) n = 371	24 (44%) n = 55	67 (18%) n = 371	10 (36%) n = 55	28 (8%) n = 371	11 (20%) n = 55
Relations with siblings/other residents	231 (65%) n = 356	21 (40%) n = 52	94 (26%) n = 356	13 (25%) n = 52	31 (9%) n = 356	18 (35%) n = 44
School or Work Relationships	239 (69%) n = 349	17 (39%) n = 44	95 (27%) n = 349	15 (34%) n = 44	15 (4%) n = 349	12 (27%) n = 44
Community Activities, e.g., shopping, recreation, etc.	250 (73%) n = 343	30 (63%) n = 48	76 (22%) n = 343	15 (31%) n = 41	17 (5%) n = 343	3 (6%) n = 41

Table 10.0-3*

Families' Ratings of Clients' Competence in Romantic Relationship Management

Degree of Competence	Non-Returnee (n=179)	Returnee (n=17)
Managed Relationships Very Well	90 (51%)	7 (41%)
Managed Relationships All Right	55 (31%)	2 (12%)
Managed Relationships Not Very Well	33 (18%)	8 (47%)

* Asked only of respondents who indicated clients did have or had had romantic relationships since release from the institution; i.e., asked of about 47% of the non-returnees and of 29% of the returnees.

Table 10.0-4

Interviewer's Perception of Study Group's Social Isolation

Degree of Isolation	Non-Returnees (n=375)	Returnees (n=55)
Client appears very isolated from social relationships with others	16 (4%)	11 (20%)
Client appears somewhat isolated	41 (11%)	13 (24%)
Client appears to have some social relationships with others	144 (38%)	13 (24%)
Client appears to have many social relationships with others	156 (42%)	3 (4%)
Interviewer unable to judge social isolation of client	18 (5%)	15 (27%)

Table 10.0-5

Interviewer's Perception of Study Group's Satisfaction/Happiness

Degree of Happiness	Non-Returnees (n=376)	Returnees (n=55)
Client appears very dissatisfied/unhappy about current life	8 [2%]	7 [13%]
Client appears to be somewhat dissatisfied/ unhappy about current life	19 [5%]	13 [24%]
Client appears somewhat satisfied/happy about current life	116 [31%]	12 [22%]
Client appears very satisfied/happy about current life	194 [52%]	7 [13%]
Interviewer unable to judge client satisfaction/ happiness	39 [10%]	16 [29%]

Table 10.0-6

Interviewer's Perception of Study Group's Adjustment to the Community

Degree of Adjustment	Non-Returnees (n = 375)	Returnees (n = 44)
Client appears to be poorly adjusted to living in the community	12 (3%)	14 (32%)
Client appears to be somewhat adjusted to living in the community.	106 (28%)	5 (11%)
Client appears to be well adjusted to living in the community	221 (59%)	6 (14%)
Interviewer unable to judge social isolation of the client	36 (10%)	19 (43%)

Table 10.0-7

Families' Perception of Study Group's Problems Since Living in the Community

Problem Area	Big Problem		Somewhat of a Problem		Not a Problem	
	Non-Returnee	Returnee	Non-Returnee	Returnee	Non-Returnee	Returnee
Keeping a job	71(26%) n=276	13(30%) n=44	80(29%) n=276	9(20%) n=44	125(45%) n=276	22(50%) n=44
Family relationships, getting along with parents, siblings	55(15%) n-356	21(39%) n=54	130(37%) n=356	17(32%) n=54	171(48%) n=356	16(30%) n=54
Finding a job	28(13%) n=223	13(46%) n=28	37(17%) n=223	4(14%) n=28	158(71%) n=223	11(39%) n=28
Behavior problems, violent temper, extreme acting out	43(12%) n=370	33(58%) n=57	111(30%) n=370	11(19%) n=57	216(58%) n=370	13(23%) n=57
Loneliness, finding friends to talk to, to do things with	38(10%) n=371	23(43%) n=54	98(26%) n=371	17(32%) n=54	235(63%) n=371	14(26%) n=54
Medical Problems	35(10%) n-382	24(46%) n=52	92(25%) n=382	18(35%) n=52	243(66%) n=382	10(19%) n=52
Managing money, making ends meet	32(9%) n=35	5(9%) n=56	67(19%) n=345	14(25%) n=56	246(71%) n=345	37(66%) n=56
Taking care of oneself, being able to dress, clean, and toilet oneself	30(8%) n=365	11(20%) n=55	84(23%) n=365	22(40%) n=55	251(69%) n=365	22(40%) n=55
Social relationships, getting along with and managing relationships with friends, people at work/school	27(8%) n=333	15(31%) n=48	85(26%) n=333	13(27%) n=48	221(66%) n=333	20(42%) n=48
Getting enough help from community services	21(6%) n=373	9(16%) n=57	51(14%) n=373	18(32%) n=57	301(81%) n=373	30(53%) n=57
Socially unacceptable behavior such as stealing or excessive alcholol use	21(6%) n=355	14(26%) n=54	44(12%) n=355	14(26%) n=54	290(82%) n=355	26(48%) n=54
Developing self-confidence	22(6%) n=374	8(15%) n=55	73(20%) n=382	3(5%) n=55	279(75%) n=382	44(80%) n=55
Staying out of trouble with the law enforcement authorities	2(1%) n=370	6(11%) n=57	19(5%) n=370	7(12%) n=57	348(94%) n=370	44(77%) n=57

Table 10.0-8

Non-Returnee's Perceptions of Problems Encountered Since Living in the Community*

Type of Problem	Big Problem	Somewhat of a Problem	Not a Problem
Finding a job	37(17%) n=222	75(34%) n=222	110(49%) n=222
Managing money, making ends meet	37(14%) n=260	113(43%) n=260	110(43%) n=260
Loneliness, finding friends to talk to, to do things with	37(13%) n=292	111(38%) n=292	144(49%) n=292
Keeping a job	19(8%) n=222	81(37%) n=222	122(55%) n=222
Psychological Problems	22(8%) n=268	106(40%) n=268	140(52%) n=268
Social relationships, getting along with and managing relationships with friends, people at work/school	21(7%) n=287	106(37%) n=287	160(56%) n=287
Family relationships, getting along with parents, siblings	19(7%) n=270	92(34%) n=270	159(59%) n=270
Medical Problems	16(6%) n=274	87(31%) n=274	171(63%) n=274
Developing self-confidence	13(5%) n=251	94(37%) n=251	144(58%) n=251
Taking care of oneself, being able to dress, clean, and toilet oneself	4(1%) n=286	75(26%) n=286	207(73%) n=286

*Data not available for returnees because this question was not asked of them in this format.

Table 10.0-9

Number and Percent of Worries Mentioned by Study Group

TYPE OF WORRY CITED	NON-RETURNEE	RETURNEE
Being swindled/ taken advantage of	124 (28%)	12 (28%)
Loss of housing	92 (21%)	6 (14%)
Being sent back to the institution	84 (19%)	7 (17%)
Being sick/ having seizures	52 (12%)	6 (14%)
Loss of income	36 (8%)	1 (2%)
Crime (Being robbed, etc.)	24 (6%)	4 (10%)
Getting lost or physically dissociated	16 (4%)	2 (5%)
Not being able to make new friends/ loss of friends at institution	6 (1%)	4 (10%)
Hurting self and/or others	3 (1%)	0 (0%)
TOTAL WORRIES CITED	437 (100%)	42 (100%)

Table 10.0-10

Type and Severity of Problems Encountered by Families*

TYPES OF PROBLEMS		BIG PROBLEM	SOMEWHAT OF A PROBLEM	NOT A PROBLEM
Resident's Lack of Self-Help Skills	NR	33 (9%)	61 (16%)	242 (63%)
	R	9 (16%)	5 (9%)	40 (69%)
Resident's behavior/ discipline problems	NR	52 (14%)	119 (31%)	164 (43%)
	R	33 (57%)	9 (16%)	12 (21%)
Stress on Family Relationship	NR	40 (11%)	77 (20%)	214 (56%)
	R	15 (26%)	10 (17%)	28 (48%)
Lack of Respite/ Relief Care for Family	NR	23 (6%)	25 (7%)	169 (44%)
	R	3 (5%)	3 (5%)	40 (69%)
Lack of Support Services for Resident in Community	NR	40 (11%)	58 (15%)	234 (61%)
	R	11 (19%)	6 (10%)	37 (64%)
Lack of Support Services for Family in Community	NR	22 (6%)	43 (11%)	269 (70%)
	R	5 (9%)	8 (14%)	39 (67%)
Finding Leisure Outlets for Resident	NR	43 (11%)	91 (24%)	200 (52%)
	R	9 (16%)	14 (24%)	31 (53%)
Lack of Acceptance of Resident by Community	NR	13 (3%)	52 (14%)	270 (71%)
	R	4 (7%)	9 (16%)	41 (71%)
Financial Burdens of Casing for Resident	NR	24 (6%)	32 (8%)	279 (73%)
	R	3 (5%)	5 (9%)	46 (79%)
Meeting Resident's Medical Needs	NR	11 (3%)	31 (8%)	294 (77%)
	R	1 (2%)	3 (5%)	50 (86%)
Meeting Resident's Psychological Needs	NR	19 (5%)	55 (14%)	262 (69%)
	R	17 (29%)	11 (19%)	26 (45%)
Meeting Resident's Educational/Training Needs	NR	34 (9%)	52 (14%)	248 (65%)
	R	7 (12%)	9 (16%)	38 (65%)

* Base: Non-Returnees = 382; Returnees = 58.

Table 10.0-11

Reasons Mentioned For Client Return to Institution

Reasons Cited	Returnee Family	Returnee
Behavior problems	6 [16%]	25 [32%]
Couldn't keep/find job	4 [11%]	4 [5%]
Couldn't get along with people in residence	4 [11%]	10 [13%]
Couldn't get along with people in DAC	3 [8%]	3 [4%]
Family readmitted resident	3 [8%]	5 [6%]
Couldn't find a place to live	3 [8%]	2 [3%]
There wasn't anyone in community to whom resident could turn for help	1 [3%]	1 [1%]
Psychological problems	1 [3%]	6 [8%]
Wasn't able to take care of self	-	6 [8%]
Got sick and needed medical supervision	-	4 [5%]
Resident got into trouble with the law or court recommitted resident	-	4 [5%]
Not enough money to live	-	1 [1%]
Other	7 [19%]	6 [8%]
No response	5 [14%]	
TOTAL RESPONSES GIVEN	37 [100%]	77 [100%]

Table 11.0-1

Age of Respondents

AGE RANGES	NON-RETURNEE RESPONDENTS	RETURNEE RESPONDENTS
Under 25	69 [19%]	5 [10%]
25 - 50	249 [67%]	40 [75%]
51 - 75	48 [13%]	8 [15%]
Over 75	4 [1%]	--- ---
Cannot Estimate	1 [<1%]	--- ---
TOTALS	382 [100%]	53 [100%]

Table 11.0-2

Reasons Why Study Group Member Was Not Interviewed

REASONS	NON-RETURNEES n = 48	RETURNEES n = 9
Client not capable of participating in interview	34 [71%]	4 [44%]
Client did not show up for interview	5 [10%]	1 [13%]
Client did not want to be interviewed	2 [4%]	--- ---
Client was sick	1 [2%]	--- ---
Other unspecified reason	6 [13%]	4 [44%]
TOTAL	48 [100%]	9 [100%]

Table 11.0-3

Verbalness of Study Group Members

VERBALNESS	NON-RETURNEES	RETURNEES
Verbal	181 [48%]	28 [48%]
Verbal but with mild speech impediments	71 [19%]	12 [21%]
Verbal but with severe speech impediments	55 [14%]	51 [9%]
Non-verbal	31 [8%]	6 [10%]
Verbal but not talking	16 [4%]	2 [3%]
No data available	28 [7%]	5 [9%]
TOTAL	382 [100%]	58 [100%]

Table 11.0-4

Study Group's Demeanor

DEMEANOR	NON-RETURNEE	RETURNEE
Normal	212 [55%]	33 [57%]
Slow	76 [20%]	14 [24%]
Active	40 [10%]	2 [3%]
Lethargic	11 [3%]	2 [3%]
Hyperactive	11 [3%]	--- ---
So sleepy as to preclude interviewing	2 [1%]	1 [2%]
So hyperactive as to preclude interviewing	2 [1%]	1 [2%]
No data	28 [7%]	5 [9%]
TOTAL	382 [100%]	58 [100%]

Table 11.0-5

Respondents' Understanding of Questions During Interview

LEVEL OF UNDERSTANDING	FAMILY		RESIDENTS	
	Non-Returnee N = 382	Returnee n = 58	Non-Returnee n = 382	Returnee n = 58
Respondent Understood Most Questions	347 (91%)	51 (88%)	170 (44%)	23 (40%)
Respondent was somewhat confused by the questions	16 (4%)	3 (5%)	93 (24%)	18 (31%)
Respondent had a great deal of trouble understanding the questions	4 (1%)	1 (2%)	56 (15%)	5 (9%)
Not Interviewed	0 (0%)	0 (0%)	48 (13%)	9 (15%)
No Data	15 (4%)	3 (5%)	15 (4%)	3 (5%)

Table 11.0-6

Attitudes During the Interviews

DIFFERENT ATTITUDES	Respondent's Attitude During the Interview		Study Group's Attitude During the Interview	
	Non-Returnees	Returnees	Non-Returnees	Returnees
Friendly and eager	310 (81%)	38 (65%)	224 (59%)	28 (48%)
Cooperative but not particularly eager	53 (14%)	12 (21%)	67 (17%)	14 (24%)
Indifferent and bored	4 (1%)	2 (3%)	27 (7%)	4 (7%)
Somewhat hostile	2 (1%)	1 (2%)	6 (2%)	3 (5%)
No data	13 (3%)	5 (9%)	58 (15%)	9 (16%)
Total	382 (100%)	58 (100%)	382 (100%)	58 (100%)

Table 11.0-7

Average Length of Interviews

INSTRUMENT	AVERAGE AMOUNT OF TIME
Family Questionnaire	1.5 hours
Study Group Questionnaire	40 minutes
Adaptive Behavior Questionnaire	37 minutes

ADDITIONAL TABLES

Table A-I

Frequency of Participation in Spare Time Activities While in the Institution

ACTIVITIES		Participated at Least				TOTAL
		ONCE A WEEK	ONCE A MONTH	TWICE A YEAR	LESS THAN TWICE/YR.	
INDIVIDUAL ACTIVITIES:						
Media	Non-Returnee	n=328 (99%)	n=2 (1%)	n=0 (0%)	n=0 (0%)	n=330 (100%)
	Returnee	n=49 (98%)	n=1 (2%)	n=0 (0%)	n=0 (0%)	n=50 (100%)
Errand	Non-Returnee	n=95 (49%)	n=74 (38%)	n=17 (9%)	n=7 (4%)	n=50 (100%)
	Non-Returnee	n=14 (48%)	n=15 (52%)	n=0 (0%)	n=0 (0%)	n=29 (100%)
Hobby	Non-Returnee	n=124 (80%)	n=24 (16%)	n=3 (2%)	n=3 (2%)	n=154 (100%)
	Returnee	n=19 (73%)	n=6 (23%)	n=1 (4%)	n=0 (0%)	n=26 (100%)
Movie	Non-Returnee	n=155 (52%)	n=103 (35%)	n=33 (11%)	n=5)2%)	n=296 (100%)
	Non-Returnee	n=25 (53%)	n=16 (34%)	n=5 (11%)	n=1 (2%)	n=47 (100%)

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Table A-I

Frequency of Participation in Spare Time Activities While in the Institution

ACTIVITIES		Participated at Least				TOTAL
		ONCE A WEEK	ONCE A MONTH	TWICE A YEAR	LESS THAN TWICE/YR.	
GROUP ACTIVITIES:						
Sports	Non-Returnee	n=163 (74%)	n=43 (19%)	n=10 (5%)	n=5 (2%)	n=221 (100%)
	Returnee	n=17 (71%)	n=7 (29%)	n=0 (0%)	n=0 (0%)	n=24 (100%)
Spectator Sports Events	Non-Returnee	n=31 (15%)	n=116 (55%)	n=52 (25%)	n=10 (5%)	n=209 (100%)
	Returnee	n=6 (22%)	n=11 (41%)	n=9 (33%)	n=1 (4%)	n=27 (100%)
Parties	Non-Returnee	n=86 (29%)	n=160 (54%)	n=37 (13%)	n=12 (4%)	n=295 (100%)
	Returnee	n=20 (46%)	n=22 (51%)	n=1 (3%)	n=0 (0%)	n=43 (100%)
Visit Friends	Non-Returnee	n=46 (36%)	n=39 (30%)	n=26 (20%)	n=17 (14%)	n=128 (100%)
	Returnee	n=11 (55%)	n=4 (20%)	n=4 (20%)	n=1 (5%)	n=20 (100%)
Member of Club	Non-Returnee	n=35 (51%)	n=26 (37%)	n=4 (6%)	n=4 (6%)	n=69 (100%)
	Returnee	n=4 (66%)	n=1 (17%)	n=1 (17%)	n=0 (0%)	n=6 (100%)
Religious Services	Non-Returnee	n=244 (88%)	n=26 (10%)	n=3 (1%)	n=4 (1%)	n=277 (100%)
	Returnee	n=35 (92%)	n=2 (5%)	n=1 (3%)	n=0 (0%)	n=38 (100%)
Vacation	Non-Returnee	n=7 (3%)	n=45 (18%)	n=144 (58%)	n=52 (21%)	n=248 (100%)
	Returnee	n=1 (3%)	n=6 (18%)	n=21 (61%)	n=6 (18%)	n=34 (100%)
Dates*	Non-Returnee	n=16 (27%)	n=24 (41%)	n=15 (25%)	n=4 (7%)	n=59 (100%)
	Returnee	n=7 (44%)	n=5 (31%)	n=3 (19%)	n=1 (6%)	n=16 (100%)

* Dating asked only of adults.

Table A-II

FREQUENCY OF SERVICE USE OF THOSE WHO USED SERVICES

TYPES OF SERVICES		ONCE WEEK	ONCE MONTH	ONCE YEAR	AS NEEDED	TOTAL
MEDICAL SERVICES	Non-Returnee	10(3%)	65(18%)	258(71%)	29(8%)	362(100%)
	Returnee	2(5%)	6(14%)	32(76%)	2(5%)	42(100%)
DENTAL SERVICES	Non-Returnee	1(0%)	17(6%)	255(86%)	25(8%)	298(100%)
	Returnee	0(0%)	0(0%)	31(100%)	0(0%)	31(100%)
SOCIAL/ PSYCHOLOGICAL COUNSELING	Non-Returnee	47(22%)	77(36%)	63(29%)	27(13%)	214(100%)
	Returnee	14(40%)	19(54%)	2(6%)	0(0%)	35(100%)
JOB COUNSELING	Non-Returnee	77(39%)	54(28%)	53(27%)	12(6%)	196(100%)
	Returnee	13(59%)	6(27%)	3(14%)	0(0%)	22(100%)
CAMP	Non-Returnee	7(5%)	2(1%)	128(88%)	9(6%)	146(100%)
	Returnee	0(0%)	0(0%)	14(100%)	0(0%)	14(100%)
RECREATIONAL/ SOCIAL PROGRAMS	Non-Returnee	251(80%)	48(15%)	9(3%)	5(2%)	313(100%)
	Returnee	27(77%)	8(23%)	0(0%)	0(0%)	35(100%)
OCCUPATIONAL THERAPY	Non-Returnee	87(72%)	21(17%)	5(4%)	8(7%)	121(100%)
	Returnee	9(76%)	1(8%)	1(8%)	1(8%)	12(100%)
SPEECH THERAPY	Non-Returnee	95(83%)	10(9%)	6(5%)	4(3%)	115(100%)
	Returnee	9(100%)	0(0%)	0(0%)	0(0%)	9(100%)
PHYSICAL THERAPY	Non-Returnee	28(68%)	5(12%)	6(15%)	2(5%)	41(100%)
	Returnee	3(100%)	0(0%)	0(0%)	0(0%)	3(100%)
LEGAL ASSISTANCE	Non-Returnee	4(3%)	6(16%)	19(51%)	11(30%)	37(100%)
	Returnee	0(0%)	1(20%)	3(60%)	1(20%)	5(100%)
HOUSING ASSISTANCE	Non-Returnee	16(17%)	5(5%)	48(51%)	25(27%)	94(100%)
	Returnee	0(0%)	0(0%)	5(83%)	1(17%)	6(100%)

Table A-III

Frequency of Utilization of Training Areas by Those Who Used Training

Type of Training		Once A Week	Once A Month	Once A Year	As Needed	Total
Independence Skills:						
Eating Skills (e.g., feeding & table manners)	Non-Returnee	n = 168 (97%)	-------- --------	-------- --------	n = 5 (3%)	N = 173 (100%)
	Returnee	n = 29 (94%)	n = 2 (6%)	-------- --------	-------- --------	N = 36 (100%)
Toileting Skills	Non-Returnee	n = 52 (90%)	n = 2 (3%)	n = 1 (2%)	n = 3 (5%)	N = 58 (100%)
	Returnee	n = 5 (100%)	-------- --------	-------- --------	-------- --------	N = 5 (100%)
Cleaning Skills (e.g., washing & personal hygiene)	Non-Returnee	n = 193 (95%)	n = 6 (3%)	-------- --------	n = 4 (2%)	N = 203 (100%)
	Returnee	n = 28 (97%)	n = 1 (3%)	-------- --------	-------- --------	N = 29 (100%)
Dressing Skills	Non-Returnee	n = 80 (96%)	n = 2 (2%)	-------- --------	n = 2 (2%)	N = 84 (100%)
	Returnee	n = 9 (100%)	-------- --------	-------- --------	-------- --------	N = 9 (100%)
Grooming Skills (e.g., personal appearance--posture, neatness of dress)	Non-Returnee	n = 203 (97%)	n = 4 (2%)	-------- --------	n = 2 (1%)	N = 209 (100%)
	Returnee	n = 23 (92%)	n = 2 (8%)	-------- --------	-------- --------	N = 25 (100%)
Traveling Skills (e.g., getting around neighborhood)	Non-Returnee	n = 140 (71%)	n = 38 (19%)	n = 11 (6%)	n = 7 (4%)	N = 196 (100%)
	Returnee	n = 19 (95%)	n = 1 (5%)	-------- --------	-------- --------	N = 20 (100%)
Telephone Skills	Non-Returnee	n = 117 (73%)	n = 34 (21%)	n = 4 (3%)	n = 5 (3%)	N = 160 (100%)
	Returnee	n = 11 (92%)	n = 1 (8%)	-------- --------	-------- --------	N = 12 (100%)
Dealing with Emergencies (calling fire & police, first aid, etc.)	Non-Returnee	n = 80 (46%)	n = 68 (39%)	n = 21 (12%)	n = 5 (3%)	N = 174 (100%)
	Returnee	n = 8 (57%)	n = 5 (36%)	n = 1 (7%)	-------- --------	N = 14 (100%)
Using Public Agencies (social & community; welfare, utilities, clinics)	Non-Returnee	n = 33 (37%)	n = 34 (38%)	n = 18 (20%)	n = 4 (5%)	N = 89 (100%)
	Returnee	n = 3 (50%)	n = 3 (50%)	-------- --------	-------- --------	N = 6 (100%)

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Table A-III

Frequency of Utilization of Training Areas by Those Who Used Training

(Continued)

Type of Training		Once A Week	Once A Month	Once A Year	As Needed	Total
Physical Skills:						
Motor Skills (e.g., balance, coordination, walking)	Non-Returnee	n = 100 (88%)	n = 10 (9%)	n = 1 (1%)	n = 2 (2%)	N = 113 (100%)
	Returnee	n = 8 (100%)	---------	---------	--------	N = 8 (100%)
Sensory Skills (e.g., hearing, vision)	Non-Returnee	n = 49 (69%)	n = 2 (3%)	n = 19 (27%)	n = 1 (1%)	N = 71 (100%)
	Returnee	n = 2 (50%)	n = 1 (25%)	n = 1 (25%)	--------	N = 4 (100%)
Economic Skills:						
Money Management	Non-Returnee	n = 199 (87%)	n = 25 (11%)	n = 2 (1%)	n = 2 (1%)	N = 228 (100%)
	Returnee	n = 27 (87%)	n = 4 (13%)	---------	--------	N = 31 (100%)
Shopping Skills (e.g., running errands, making purchases)	Non-Returnee	n = 186 (78%)	n = 48 (20%)	n = 1 (1%)	n = 2 (1%)	N = 237 (100%)
	Returnee	n = 20 (77%)	n = 5 (19%)	n = 1 (4%)	--------	N = 26 (100%)
Social Skills:						
Interpersonal Relationships (social behavior, group activities, sex educ.)	Non-Returnee	n = 259 (88%)	n = 28 (10%)	n = 4 (1%)	n = 2 (1%)	N = 293 (100%)
	Returnee	n = 36 (90%)	n = 3 (7%)	---------	n = 1 (3%)	N = 40 (100%)
Behavior Management (managing & controlling personal behavior problems)	Non-Returnee	n = 224 (85%)	n = 29 (11%)	n = 4 (1%)	n = 7 (3%)	N = 264 (100%)
	Returnee	n = 38 (91%)	n = 4 (9%)	---------	--------	N = 42 (100%)
Domestic Skills:						
Housekeeping	Non-Returnee	n = 242 (96%)	n = 7 (3%)	---------	n = 2 (1%)	N = 251 (100%)
	Returnee	n = 31 (100%)	---------	---------	--------	N = 31 (100%)
Meal Preparation	Non-Returnee	n = 262 (93%)	n = 13 (5%)	n = 1 (1%)	n = 3 (1%)	N = 279 (100%)
	Returnee	n = 29 (91%)	n = 3 (9%)	---------	--------	N = 32 (100%)

Table A-III

Frequency of Utilization of Training Areas by Those Who Used Training

(Continued)

Type of Training		Once A Week	Once A Month	Once A Year	As Needed	Total
Vocational Skills:						
Pre-Vocational	Non-Returnee	n = 227 (95%)	n = 5 (2%)	n = 3 (1%)	n = 4 (2%)	N = 239 (100%)
	Returnee	n = 27 (96%)	n = 1 (4%)	-------- --------	-------- --------	N = 28 (100%)
Vocational	Non-Returnee	n = 174 (89%)	n = 15 (8%)	n = 2 (1%)	n = 4 (2%)	N = 195 (100%)
	Returnee	n = 16 (88%)	n = 1 (6%)	-------- --------	n = 1 (6%)	N = 18 (100%)
Self-Direction Skills:						
Recreation Skills (e.g., arts, crafts, games, & sports)	Non-Returnee	n = 262 (86%)	n = 37 (12%)	n = 3 (1%)	n = 1 (1%)	N = 303 (100%)
	Returnee	n = 30 (88%)	n = 4 (12%)	-------- --------	-------- --------	N = 34 (100%)
Language Skills:						
Language Skills (e.g., speech, non-verbal communication, comprehension)	Non-Returnee	n = 176 (93%)	n = 6 (3%)	n = 3 (1%)	n = 5 (3%)	N = 190 (100%)
	Returnee	n = 19 (91%)	n = 2 (9%)	-------- --------	-------- --------	N = 21 (100%)
Reading and Writing	Non-Returnee	n = 215 (98%)	n = 5 (2%)	-------- --------	-------- --------	N = 220 (100%)
	Returnee	n = 18 (98%)	n = 2 (2%)	-------- --------	-------- --------	N = 20 (100%)
Numbers Skills:						
Pre-Academic (e.g., shapes, sizes, colors)	Non-Returnee	n = 157 (96%)	n = 5 (3%)	-------- --------	n = 1 (1%)	N = 163 (100%)
	Returnee	n = 14 (93%)	n = 1 (7%)	-------- --------	-------- --------	N = 15 (100%)
Numbers (e.g., numbers and time)	Non-Returnee	n = 212 (98%)	n = 5 (2%)	-------- --------	-------- --------	N = 217 (100%)
	Returnee	n = 19 (95%)	n = 1 (5%)	-------- --------	-------- --------	N = 20 (100%)

Table A-IV

Use and Frequency of Individual and Group Leisure Time Activities of Those Who Participated in Leisure Time Activities*

ACTIVITIES			Participated at Least:				
			Once/Week	Once/Month	Twice/Year	Less Than Twice/Year	Totals
INDIVIDUAL	Media	NR	n=371 (99%)	n=3 (1%)	X	X	n=374 (100%)
		R	n=56 (100%)	X	X	X	n=56 (100%)
	Errands	NR	n=277 (84%)	n=49 (15%)	n=2 (1%)	X	n=328 (100%)
		R	n=35 (83%)	n=7 (17%)	X	X	n=42 (100%)
	Movies	NR	n=86 (27%)	n-174 (54%)	n=57 (18%)	n=4 (1%)	n=221 (100%)
		R	n=9 (23%)	n=22 (56%)	n=7 (18%)	n=1 (3%)	n=39 (100%)
	Hobbies	NR	n=218 (89%)	n=22 (9%)	n=4 (2%)	X	n=244 (100%)
		R	n=22 (88%)	n=3 (12%)	X	X	n=25 (100%)
	Walking, Bicycling and Other Activities	NR	n=31 (55%)	n=24 (43%)	n=1 (2%)	X	n=56 (100%)
		R	n=3 (43%)	n=4 (57%)	X	X	n=7 (100%)
GROUP	Vacations	NR	n=10 (3%)	n=64 (20%)	n=168 (54%)	n=72 (23%)	n=314 (100%)
		R	X	n=3 (10%)	n=20 (67%)	n=7 (23%)	n=30 (100%)
	Parties	NR	n=40 (14%)	n=160 (54%)	n=79 (27%)	n=14 (5%)	n=293 (100%)
		R	n=5 (15%)	n=20 (59%)	n=8 (23%)	n=1 (3%)	n=34 (100%)
	Play Sports	NR	n=218 (78%)	n=43 (16%)	n=17 (6%)	n=1 (0%)	n=279 (100%)
		R	n=18 (78%)	n=4 (17%)	X	n=1 (5%)	n=23 (100%)
	Religious Services	NR	n=192 (70%)	n=54 (20%)	n=25 (9%)	n=3 (1%)	n=274 (100%)
		R	n=21 (68%)	n=7 (23%)	n=3 (9%)	X	n=31 (100%)
	Friend's House	NR	n=126 (46%)	n=94 (34%)	n=51 (19%)	n=4 (1%)	n=275 (100%)
		R	n=13 (40%)	n=11 (33%)	n=9 (27%)	X	n=33 (100%)
	Sport Events	NR	n=43 (18%)	n=108 (46%)	n=73 (31%)	n=11 (5%)	n=235 (100%)
		R	n=2 (12%)	n=7 (44%)	n=7 (44%)	X	n=16 (100%)
	Club Meetings	NR	n=32 (44%)	n=33 (46%)	n=5 (7%)	n=2 (3%)	n=72 (100%)
		R	n=3 (43%)	n=4 (57%)	X	X	n=7 (100%)
	Dates**	NR	n=34 (36%)	n=41 (44%)	n=17 (18%)	n=2 (2%)	n=94 (100%)
		R	n=7 (50%)	n=5 (36%)	n=2 (14%)	X	n=14 (100%)

*base=users of activities
**dating asked only of adults

GLOSSARY

Additional Handicapping Conditions: These refer to handicaps other than mental retardation, including visual or auditory impairments, mobility limitations, psychiatric problems, or epilepsy.

Age Group: Target clients were grouped into two age categories: ages 18 and under were considered children and youth, while adults were those clients between the ages of 19 and 40 years.

Casemanager: This term refers to anyone in the community who is responsible on an on-going basis for ensuring that a person receives appropriate services and support.

Client Assessment Procedures: Steps used by the institution to assess or review the needs and progress of residents while living in the institution. Includes both the formal psychological and educational testing and informal judgments by staff.

Community: This refers to the setting in which the individual is placed when released from the institution. "Community" must be viewed broadly and includes the following contexts: individual's place of residence, place of work, and places of social activity. This includes, as well, the immediate neighborhood and the larger surrounding community.

Community Adjustment: This study assumes that community adjustment is a two-way process: 1) the process of the individual adapting to the demands and requirements of daily living in a community as opposed to an institutional setting; and, 2) the process of the community adapting to the demands and needs of the individual. The adaptive behaviors necessary for community living which this study examines include measures of personal, vocational, social and civic adjustment. This study also assumes that there are no rigid criteria for defining "successful" or "unsuccessful" community adjustment. Rather, the concept of adjustment is relative to the context of the community setting in which the individual is living (including the individual's residential, work and social settings). Ideally, in order to get a total picture of the community adjustment process, the adaptive behaviors of the individual to these contexts must be studied as well as these settings' adaptation to and acceptance of the individual.

Community Placement: May include natural homes, foster homes, cooperative apartments, group homes, as well as independent living units. However, in this study, community placements do not include residential settings which are as restrictive or as sheltered as the institutions from which clients were released (e.g., nursing homes, state schools, and state hospitals) nor are any residential settings serving over 100 persons considered a community placement.

Deinstitutionalization: In its most limited and narrow sense, deinstitutionalization refers to a planned reduction in the number of persons residing in institutions for the mentally retarded. However, for the purposes of this study, a broader definition has been utilized.

Deinstitutionalization in this study, refers to the process of placing mentally retarded persons from institutions into community based settings (see definition of community placement). This process includes the following interrelated activities: 1) the on-going assessment of clients in institutions to determine their readiness and appropriateness for community placement; 2) the preparation and training of clients at the institution in skills necessary for eventual community placement; 3) the procedures undertaken by the institution to secure and/or develop community placements for residents; 4) the follow-up efforts on the part of the institution to monitor the progress of residents in their community placements and to provide any assistance to facilitate the community adjustment of former residents. This study focuses on deinstitutionalized clients between the ages of 6 and 40 who have been placed in community-based residences following their enrollment in residential institutions (facilities serving over 100 handicapped clients) for two years or more.

Discharged: A mentally retarded person is considered to have been discharged if s/he is no longer officially on the rolls of the institution. Some institutions automatically discharge residents when they are placed in the community; others place residents in the community on a trial basis before formally discharging them (see "Extended Visit").

Extended Visit: A mentally retarded person is considered to be on extended visit status if s/he is living outside the institution but is still officially counted on the rolls and is considered to be part of the institution's clientele. Other terms used by institutions to indicate an extended visit status include "temporary discharge" or "trial leave." The exact minimum and maximum lengths of extended visits involved are likely to vary from institution to institution. This status is often the first one used when a person is initially placed in the community on a trial basis from the institution until reasonable assurance of successful community adjustment has been obtained.

Follow-Up: Any effort made on the part of the institution to keep track of where former residents are living, and how well they are doing in their new placements, including direct contact with the released resident or contact made with responsible social workers, employers, or residential staff of the released resident is considered to be follow-up.

Follow-Up Support: Any assistance which an individual mentally retarded person receives which facilitates his/her adjustment to community placement. Follow-up support services are typically received through a resident's social worker or through institutional services available for released clients.

Institution: Any environment which provides a "total care" system for handicapped clients within its physical boundaries. Most, and in many cases, all human services including shelter, food, medical care, recreation, habilitative and/or educational services, etc., are provided for clients on the institution's grounds. For the purposes of this study, a facility had to serve over 100 residents in order to be considered an institution.

Institutional Control: This term refers to whether the institution is privately owned and controlled, or whether it is a publicly operated facility.

Institutional Staff: Information was collected on the number of staff employed at the institutions for the following positions: administrators, medical doctors, psychiatrist, psychologist, social workers, therapists, rehabilitation/vocational counselor, nurse, attendant, teacher, support staff, other staff.

Levels of Retardation: The levels of retardation used in this study are mildly retarded (IQ 68-72), moderately retarded (IQ 51-36), severely retarded (IQ 35-20), and profoundly retarded (IQ 19 and below). These are the levels and definitions used by the American Association on Mental Deficiency (AAMD). Mild retardation is roughly equivalent to the educational term "educable;" moderate retardation includes those individuals who are likely to fall into the educational category of "trainable;" the severe group includes individuals sometimes known as "dependent retarded;" individuals in the profound retardation level are among those sometimes called "life support" level.

Non-Returnees: Members of the study group interviewed while they were living in the community. They were the people who had remained in the community since their release from the institution, or who, if they had returned to the institution, had been released again.

Non-Target Clients: Non-target clients are all clients released from an institution between 1972-1974 who do not meet the criteria specified for inclusion in this study (i.e., they can be less than 6 years or more than 40 years old, have been in the institution for less than 2 years prior to release, and/or have been placed in non-"community" settings such as nursing homes, state hospitals, etc.). (See below.)

Overall Releases: This refers to the total number of clients released from the responding institutions between January 1, 1972 and December 31, 1974 who were between the ages of 6 and 40 years at the time of their release and who had resided at the facility for at least two years prior to their release. The type of placement to which the client was released was not specified for this count and thus, the overall release number includes both target and non-target clients.

Periodic Review: This is a procedure, often mandated by state legislation, through which residents in institutions (or other state programs) are evaluated on a regular basis. The objective of this review is usually to determine the appropriateness of the current programming for a client and to provide the basis for revised programming if appropriate. Thus, periodic review is often performed by an interdisciplinary team which examines a broad range of capabilities and achievements in an individual client. The state legislation usually prescribes the frequency of the periodic review (e.g., at least once a year) as well as the nature of the review (e.g., it must include a psychological review, an intelligence test, etc.) and even the participants in the review (the professionals to be involved and the role of parents). New York, Pennsylvania, and Massachusetts are some of the states which have passed such laws.

Post-Release Services: Many institutions provide continuing support for released residents. These support services may include medical and dental care, social services and counseling, and/or respite care.

Pre-Release Program: Many institutions have developed special programs which are specifically designed to prepare clients for placement into community settings. These programs provide training in various skills considered necessary for living in the community. The programs include separate residential facilities on the institution's grounds which are developed to prepare residents for the demands of community living, sheltered workshops, competitive work placement, and schools either within the institution or the community. Typically, different programs exist for children and for adults. A few institutions consider all their efforts to constitute "pre-release" programming.

Region: Institutions responding to the Institutional Mail Questionnaire were grouped into four geographic regions as follows:

Northeast: Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Pennsylvania, Vermont.

North Central: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

South: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

West: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

The institutions in the states of Alaska and Hawaii were not included in the Institutional Mail Questionnaire.

Released: A person is considered released from the institution when s/he has been placed in the community either on a formal discharge or extended visit status (see definitions of these terms in the Glossary). A person is not considered released when the placement is only for a short period of time (e.g., a week's leave) and when return to the institution is expected or required.

Release Procedure: This refers to either the formal or informal process established within an institution for the selection of and eventual release of an institutional resident.

Returnees: Those members of the target group of released clients who had returned to the institution. The term is used in this project to refer to those individuals who were back at the institution when the interviews were conducted.

Right to Education Law: This refers to state legislation which provides for the education and training of handicapped children within the public school system. Generally, right to education laws mandate that all children (regardless of level of retardation or level of handicap) have the right to a public education--either in a special education class or in a regular classroom program. In some states, the law applies to children from 0-21 years. In other states, the age range may be more limited.

Study Group: This refers to those target clients who were contacted with the assistance of the institutions for Abt Associates and subsequently agreed to participate in the study. Study group members, therefore, are a self-selected sample of the released target group.

Study Group Respondents: The term "respondent" refers to the study group's contact person interviewed in the community about the study group member's experiences since release. Respondents were, in general, a natural/adoptive parent, a foster parent, a group home manager, or a social worker. The respondents gave information on the institutional follow-up provided, on the existence of a casemanager, on the study group member's residential and day activities history, on the types of services and training received since release, and on the types of problems encountered by the study group.

Support Services for Clients: Interviewed study group respondents were asked about twelve types of support services which may have been available in the community. These support services on which information was collected were: medical services, dental services, social/psychological counseling, job counseling and/or evaluation, camp, recreational/social programs, occupational therapy, speech therapy, physical therapy, legal assistance, housing assistance, and other support service.

Support Services for Families: Study group respondents were asked about six types of support services which may have been available to them in the community. These services on which information was collected were: support and/or training prior to client's coming to the residence, on-going counseling for the family, consultation for handling specific problems, respite or relief from responsibilities, parent or professional associations, and other services used or needed.

Target Clients: Target clients refer to those mentally retarded persons between the ages of 6 to 40 years who were released between 1972 and 1974 into a community setting other than a nursing home or residential facility serving 100 or more persons after having resided at an institution for at least 2 years prior to their release. Released clients who meet this definition constitute the primary group of deinstitutionalized clients selected for study in this project. The distinction made between target and non-target clients is solely a function of this study and does not indicate a distinction made by institutions or institutional personnel.

Training: Interviewed study group respondents were asked about 24 skill areas in which the released group may have received training since their release. These training areas were: eating (self-feeding and table manners), toilet use, cleanliness (washing, personal hygiene), dressing and undressing, personal appearance (posture, neatness of dress), motor skills, sensory (hearing and vision), language (speech, comprehension), pre-academic skills (shapes, colors, sizes), numbers and telling time, reading and writing, prevocational skills, vocational training, housekeeping, meal preparation, traveling skills, using a telephone, money management, shopping skills, dealing with emergencies, using social and community agencies, interpersonal relationships, behavior management, and recreation skills.